

# THE CLASSICAL JOURNAL

Volume 43      Number 2  
NOVEMBER 1947

Dunham • Dunkel • Else • Montgomery  
Geweke • White • Hutchinson • Bock • Skiles

## Toward Improvement of the High-School Latin Curriculum

*Report of a Symposium held at Nashville, April 4, 1947*

### INTRODUCTION

Fred S. Dunham\*  
University of Michigan

THE COMMITTEE on Educational Policies of the Classical Association of the Middle West and South has performed a signal service for the Association and for Latin teachers everywhere. During the past year it has drafted a plan for the improvement of the two-year high-school curriculum. The plan involves a restatement of objectives, a functional approach to the

teaching of grammar, new reading material for the first year, the reading of Virgil's *Aeneid* during the second year, and the selection of a vocabulary which will take into consideration its usefulness as a source for building English words of Latin derivation.

Since the plan is a radical departure from the present methods and content of high-school Latin, it may shock some of the old-timers who have become accustomed to teaching Caesar's *Commentaries* in the second year. Because the plan is a new departure, the Committee believes the next step should be a thorough and objective program of experimentation and demonstration in a number of representative schools. The Executive Committee of the Association gave its full approval to the proposal at the meeting held in Chicago last February.

Before the speakers of the morning take over, I wish to give you a few of the impressions which I took away with me from the Chicago conference. These are a few of the high points:

1. It is not the purpose of this project to discourage students from continuing the study of Latin beyond two years, but rather to make the two years more fruitful for the 80-90 percent who do not continue.

---

\* By way of introduction, Mr. Dunham, who served as moderator, commented on some of the high points of a conference held at the University of Chicago on February 22, 1947. Attending this conference were the members of the Executive Committee of the Classical Association of the Middle West and South, the editor of *THE CLASSICAL JOURNAL*, the three members of the Committee on Educational Policies of the Association, and seven consultants of the Department of Education of the University of Chicago. The purpose of this conference was consideration of a proposal by the CEP for the improvement of the Latin curriculum for the first two years of high school.

Valuable assistance was given the committee by Clyde Murley, then president of the Association, by Harold Dunkel and Ralph Tyler, both of the University of Chicago.

---

2. It is not the purpose of the project to increase or decrease the enrollment in Latin, although that may be an unintended result. The number will be fewer if the requirements are pitched too high. On the other hand, the number may be greater if the requirements and the appeal to the students' interests with resulting satisfaction are carefully considered.

3. The character of the student personnel may change. Pupils with high linguistic aptitudes who are not now taking Latin will be electing it in the future when counselors come to realize that here is a very good way to attain the general educational objectives of literary appreciation and creativeness with excellent opportunities for the development of discrimination in the use of words.

4. Latin and modern languages play different roles in the scheme of general education. Latin aims directly at a better understanding of English through its provision of historical perspective, while modern languages emphasize horizontal perspective. Modern languages match English contemporary vocabulary, whereas Latin stresses the semantic development of words as members of word families. Modern languages deal with contemporary scenes and culture, while Latin penetrates ideas of the past and gives us standards for judging the present and predicting the future. Quoting Gerald Else, "Any second language does contribute to bettering English, but relatively Latin is better."

5. Prognosis, voluntary election, and placement were discussed in the course of the conference, though incidentally and vicariously. The following observations are noteworthy: (a) Mr. Paul Diederich reported that the *Chicago Reading Prognosis Test* has been found to have the best predictive validity for success in the study of a second language. (b) Mr. Ralph W. Tyler, Chairman of Curriculum Construction and Evaluation (*Forty-Fourth Yearbook NSSE*), expressed the opinion that the soundness of any curricular study depends on the group for which the experience is intended. Is it intended for those who read only the comic strips, or for those who aim at refinement of expression on a high intellectual level? The problem of election and

placement still remains unsolved. Mr. Tyler, however, had great confidence in a ninth-grade pupil's ability to understand what a given study will do for him.

6. The Committee's statement of objectives received the full approval of the consultants. Some of their comments were: "They are very clearly stated and easily defensible." "The objectives are significant and important." "They are realistic and attainable." "A very promising beginning of an excellent project which should be developed. You are moving in the right direction."

7. How to make the pupils aware of the objectives was also a topic for discussion. Mr. Tyler believed the student should realize the meaning of the objectives. Mr. Warren Seyfert, Principal of the University of Chicago Laboratory Schools, expressed the opinion that this is a part of the teacher's responsibility. It cannot be accomplished by a lecture on the first day of school, he said; the objectives must be developed *pari passu* as the course unfolds.

8. We should direct our attention to the improvement of proficiency in language, and relate the reading content, practice activities, and techniques to this purpose. More emphasis, therefore, should be placed on the structure of language, English words of Latin derivation, and Latin words and phrases commonly used in English. Less emphasis should be placed on elaborate systems of forms and syntax, and English-Latin exercises. Mr. Diederich reported that English-Latin exercises have the lowest correlation (.35) and vocabulary the highest (.65). Mr. Seyfert made the point that experience in recognizing Latin words, meanings, and forms from English words is as important as the reverse. Economy of time is an important factor. The Latin teacher should not waste time doing things which can be done better or just as well outside the Latin class. Audio-visual aids should be used for the purpose of clarifying concepts, not for entertainment. "Audio-visual experiences are always a means to an end, not the end itself." (Mr. Stephen M. Corey, in charge of the *Encyclopedia Britannica Films*.)

9. The teachings of psychology and linguistics in regard to the best method for presenting forms are not in accord with common classroom practices. Whether an approach by way of paradigms, or a horizontal method by cases, is superior remains to be shown by careful experimentation. How are forms actually recognized and used—in a table of paradigms or in a reading context? Should the order of presentation be determined by frequency of occurrence? Should conceptual relations be gained *pari passu* with the symbol? Are paradigms necessary for retention?

In the brief time at my disposal I have outlined some of the high points of the Chicago conference. It is now your privilege to hear from the members of the Committee on Educational Policies in regard to their plans for the improvement of the high-school Latin curriculum.

---

CHANGING LATIN  
IN A CHANGING WORLD

Harold B. Dunkel

Associate Director, Investigation of the  
Teaching of a Second Language  
University of Chicago

AT THE OUTSET, I should like to prevent two misunderstandings which may arise from the title I have chosen. On the one hand, it may seem to suggest that the social and educational changes to which I refer are new developments since our meeting last year at Cincinnati. Such is, of course, not the case. Many of these changes started fifty years or more ago. They are still worth talking about only because they are still important and because all education is still adjusting to them.

The second misunderstanding may concern the other part of the title. Critics of the Classics sometimes discuss Latin on the basis of their own experience as students twenty to fifty years ago—as if Latin teaching had not changed in the meantime. We know this opinion is erroneous. The proposal you will hear from the other speakers this morning is the latest of a series of efforts to keep Latin teaching on a sound basis in the midst of

THE COMMITTEE NEEDS—

*HELP* from all interested persons in the fields of teaching and research.

*LETTERS* are invited commenting on the program and offering suggestions for its improvement.

*SCHOOLS* and teachers interested in developing the project and in carrying on experimentation are invited to get in touch with the Chairman.

*RESEARCH* workers and those willing to direct the work of graduate students are needed. There are many topics fruitful for research before this program can be set up.

*ADDRESS:* Lenore Geweke, Chairman of the Committee on Educational Policies, Illinois State Normal University, Normal, Illinois.

educational change. The thought and effort of your Committee has been devoted to bringing together and incorporating in the actual course of study the ideas which all of us have had for some time. As a background against which to examine the proposals to be made by your Committee on Educational Policies, we need to remind ourselves of some of the social and educational changes which affect the Latin course.

Fifty years or so ago, the curricula of the school and college consisted, for the most part, of relatively few subjects, which were studied over fairly long periods. In that situation, if the student had to put up with several years of drudgery before he found a subject rewarding, we could at least be sure that the majority of students would eventually receive some recompense. If many details appeared meaningless or useless to the student at the time he learned them, the comprehensive view of the field he would ultimately attain would show him their significance and the benefit he derived from them. If he spent much of his early study acquiring information and skills useful primarily in advanced work, there was some probability that he would eventually arrive at such advanced stages.

The last half-century has been marked by the introduction of many new subjects into

the curriculum. In this situation, these earlier assumptions were no longer true. With so many subjects in the curriculum, the student could take few of them for any long period. To the majority he could give a year or two at most. Yet the courses tended to be organized on the basis of the older situation in which he had a much larger block of time to devote to each of them.

### *Specialist vs. Non-Specialist*

AS A RESULT, the program of the non-specialist or non-continuant has often differed only quantitatively, not qualitatively, from that of the specialist or continuant. And it was for the continuant and the specialist that the courses were planned.

We classicists, for example, who took chemistry for a year or two got the same training as those of our friends who are now research chemists. We simply didn't get as much. But such courses as we both had were identical. Yet it has become increasingly clear that much information, some laboratory techniques, and many other elements vital to giving a professional chemist a good grounding in his subject were utterly wasted on us, for we never put (and had never planned to put) any superstructure on this solid and extensive foundation which we were forced to lay. Much the same thing was often true in the case of the chemists who wanted to acquire some of the values of studying Latin but who had only a few years to give to it. At its worst, this type of course organization caused the majority of students to spend much of their time preparing for something they never planned or wanted to do later.

The changes in the curriculum have been accompanied by, and in part, caused by, equally great changes in the nature of our students during these same fifty years. It is a unique phenomenon that in America nearly all people of high-school age are in high school. Even our much smaller college group includes a greater portion of our entire population than is found in higher education anywhere else. Some people assert that we have secured this number only by scraping the bottom of the intellectual barrel. While this claim may have

some truth in it, its validity is much more limited than its proponents would have us believe. For various reasons it is almost impossible to get accurate data on which to base sound comparisons concerning the intellectual ability of the average high school or college student in 1947, 1927, 1907, and 1887. Be that as it may, there is evidence to suggest that our former selection of students (on which we often look back so nostalgically) was made primarily on the basis of Papa's bank account rather than on the basis of Sonny's brain.

### *New Type of Student*

WHATEVER MAY BE the true facts about intellectual capability, however, our present students do differ, not only among themselves, but from those of the past. They come from social and economic backgrounds much different from those which once marked the student of the academy and the college. Their present interests, their general orientation toward education and toward life are different. Their future occupations and status will not be those of Latin students of a few decades ago.

To sum up, then, merely these few factors in the educational situation, we find ourselves continually seeking the most effective way of teaching Latin to a rather motley array of students—a way which will benefit the student who can study Latin for only two years and yet will not minimize the experience or damage the preparation of those students who will continue for longer periods.

In searching for such a procedure I believe we will find some instructive parallels in a change which has taken place in recent decades in a field so seemingly remote as piano lessons. Those of you over thirty will remember—probably with considerable pain—what "taking piano" used to involve. We practiced five-finger exercises for hours on end. After weeks or months of this preparation we were given a "piece" to "work up," some number like *The Pixies' Picnic* or *The Good Fairy's Valse*. After still more exercises, we might be allowed to work on something like *The Leprechaun's Lament*, in which the left hand

crossed over the right with graceful swan-like swoops. This regimen was continued almost indefinitely until only the most interested student (or those with the most determined mothers) ever reached the point of getting to play any music other than that written by one piano teacher for other piano teachers to assign to their students. If we ever rebelled against the monotonous emphasis on technique as such, we were hushed with the reassurance that it was all very necessary for something we were going to play someday. If we asked to work on some piece which we did want to play, we were always told we weren't ready for it yet.

This situation is the cause of the dialogue all of us have heard in so many different variations: "Do you play the piano?" "Well, no. I took it for three years but never could play anything much," or "I took piano for two years but lost all interest in it."

### *New Approach to the Piano*

IN MARKED CONTRAST to this state of affairs is the approach many teachers of piano are now using. The student gets a chance much earlier—sometimes even from the first lesson—to play simple songs or tunes, which he and his family recognize as "real music." He thus gains enough satisfaction and feeling of accomplishment to keep him at what is necessarily a hard job. At the same time, his exercises and technical practice are devoted to enabling him to play the music he is working with. This does not mean any course in "how to play the piano perfectly in ten easy lessons by mail." It means a thoughtful fitting of theory and technique to the work at hand. Thus he can see the immediate relevance of this labor to what he is trying to do. As a result, I notice a rather different attitude toward piano lessons on the part of my friends' children. Many of our own contemporaries have started piano lessons all over again. And I have heard assertions that the spread of this general teaching procedure has been closely related to increased sale and use of the pianos.

To return to the teaching of Latin, I think it is abundantly clear in regard to a number of

points the direction in which elementary Latin instruction must continue to move if we wish to continue it on a sound basis in the high school—as we must.

First, we must increase the values obtained by those students in the 80-90 percent who take only the two-year course. This is nothing new. We long ago took over "surrender value" from the jargon of insurance to remind ourselves that students were not taking out "straight life" in a subject but were going to discontinue their study after a rather brief period. We know that if their payments of toil result only in "loss of premium," they are going to be as indignant as other cheated investors. But we can do more than we have done. For example, we have often stated that the opportunity to read a literary masterpiece in the original, with all its literary and other values, was one of the great benefits of a classical education. Yet we have done relatively little to give this opportunity to that majority of our students who study Latin for only two years. The proposal you are about to hear makes a definite contribution at this point.

### *Limited Techniques*

SECOND, like the piano teachers, we need to limit our technique—that is, our grammar and similar matters—to the jobs at hand, which they are supposed to serve. Of course, we already teach a much less formidable elementary grammar than was once hurled at beginning Latin students. But by more precise and more general agreement on the immediate task of the two-year course we can make an even more efficient limitation in regard to grammar, vocabulary, and similar matters. This increased efficiency may, in turn, make possible the achievement of objectives which we have heretofore considered impossible within so brief a course. To be sure, such elimination will mean that those students who go beyond our limited objectives will need additional grammar, vocabulary, and the rest—just as the piano student taught by present methods needs additional techniques by the time he arrives at Liszt,

Chopin, or Prokofiev. By that time both we and he will know he needs the techniques, and we will also know precisely which ones he does need. I do not have to remind you how much time is already spent in intermediate and advanced courses relearning materials once learned but forgotten because they had not been used in the interim.

### Common Ground for All

THIRD, we need to discover and emphasize those objectives which promise to make the most sense to the greatest number of this diverse group of students we have. In most situations, to section and to offer different programs to different types of students are impossible. We must treat students as a group. Yet many of us are prone to worry lest our concern for the many may work to the detriment of the few most interested and most capable. We fear "common denominators" lest they be "lowest common denominators," and we dislike the idea of "lowness" in humanistic education. I believe, however, that this need for common ground has certain values. If what we do for terminal students does not benefit those who will continue, there are good grounds for suspecting that the program does not make sense for the terminal students either. On the other hand, if the values we plan for those who continue the subject are realizable only after four or five years of study, then we must make certain that such is necessarily the case and that greater effort and better planning on our own part could not produce these results sooner and for more students. In the past ten years or so, many subjects have had to search for such common ground and have found it. Latin can do the same.

In sum, by selecting our objectives carefully, by concentrating our efforts on those selected, and by moving values as far forward in the curriculum as possible, we can increase the effectiveness with which the elementary Latin course can perform those functions we have always claimed for it.

---

### OBJECTIVES AND OVERVIEW

Gerald F. Else

State University of Iowa

THIS IS A REPORT to the Association.

Your Committee's job has been (1) to consider the place and function of Latin in the high school curriculum, and (2) to suggest ways in which Latin can better perform that function.

In order to understand our report, some history is necessary.

You all know of—some of you participated in—the Classical Investigation, which was set up in 1920 and published in 1924, conducted by an advisory committee of fifteen and eight regional committees numbering 70 people, enlisting the collaboration of several dozen educationists and over 8,500 teachers. It collected statistics related to more than 2,000 schools, and tested approximately 150,000 pupils, and altogether was beyond doubt the most elaborate investigation ever made of the teaching of any language, perhaps of any one school subject.

Immediate antecedents of the present Committee: In 1935 this Association set up a Committee on the Present Status of Classical Education within the territory of the Association, in relation to the movement to organize the secondary curriculum around a group of core studies placing the greatest emphasis on social studies. Under its chairman, Professor A. Pelzer Wagener, and its vice-chairman, Dorrance S. White, this committee undertook (1) to investigate improved methods of Latin teaching, and (2) to arouse friends and defenders of the Classics against the exaltation of the social studies. It circulated a questionnaire on the status of Latin in the schools and communities, published a *News Letter*, and encouraged and coordinated the development of Latin Week.

In 1945 the committee was reorganized under the chairmanship of Professor Geweke. It continued its sponsorship of Latin Week and assumed partial responsibility for "Hints for Teachers" in *THE CLASSICAL JOURNAL*, but now took as its chief goals those I mentioned at the beginning of my report.

Professor Geweke has been chairman for two years, Professor Montgomery and I are junior (freshman) members appointed last year.

The philosophy underlying the recent work of the Committee has been that the Latin course can prosper only as a functioning part of the total high-school curriculum and the total experience of the high-school student; in other words, that it must be planned as part of an educational whole. And that means that classicists and educationists must cooperate to do the job. Such cooperation is on the one hand (as the Greeks would say) necessary, and on the other hand desirable. On the one hand, the defensive frame of mind of the beleaguered garrison, grimly holding its own against the howling Indians, is inappropriate in these times. We are confronted by a fact, not a theory. The fact is that the public secondary schools are administered by people trained in Education; and no doubt they will continue to be. On the other hand, cooperation with the educationists does not necessarily mean betraying a sacred cause to wild-eyed radicals or iron-jawed administrators whose Leitmotiv is, "Get Latin!" Educationists are also people; there are many sensible, even sensitive, individuals among them. If some of the barriers of mutual suspicion and jealousy can be removed, each side has a good deal to learn from the other. Naturally we think the educationist has more to learn from us than we from him; but he also can teach us a great many things about educational psychology, measurement, and curriculum planning. And there is one thing we can well bear in mind: the responsible school administrator is required by his job—though he may not always do it—to think about the *whole* curriculum of his school and *all* the students in it. We on our side have to convince him—or the intellectual leaders of his profession—that Latin has a genuine role to play in that total curriculum and can play it.

With these ideas in mind the Committee has proceeded as follows: For two years it has maintained liaison and friendly relations with Professor Ralph Tyler, head of the Depart-

ment of Education in the University of Chicago, and has had the services of Dr. Harold Dunkel as consultant. Last year it drew up a statement of the objectives of a two-year Latin course. These objectives were approved by the Executive Committee of the Association, and the Committee was granted \$500 to carry the project on.\* It was authorized to prepare an outline of a projected course of study, and to consult with the educationists at Chicago as the work went forward. The whole project was to be submitted to the Association at this meeting here in Nashville.

All these steps have been taken. The objectives and projected course of study were submitted to Professor Tyler and his consultants last February, and won their endorsement. Now it is your turn to consider them.

The idea of formulating the objectives of Latin study is not new. It has been done again and again in this century—most memorably by the Classical Investigation. Since then, disputes have raged over immediate aims and methods, but substantial agreement has prevailed that the ultimate aims of Latin teaching are linguistic (with particular application to English) and historical-cultural. No one in the classical field, I think, would seriously dispute the validity of these aims. I believe, after our experience in Chicago, that serious educationists will not dispute them either—if they can in fact be achieved.

### *The Terminal Course*

OUR STATEMENT of the objectives of the high-school Latin course follows, as you will see, the general pattern laid down by the Classical Investigation and subsequent statements. But there are certain differences in selection and emphasis which stem mainly from the fact that we, for the first time, have tried to formulate objectives for a *two-year terminal course in Latin* as such. This is something the Classical Investigation did not attempt, though even at that time 69 percent of all the pupils who studied Latin studied it for

\* A total of \$1,100.00 has been appropriated to the Committee by the Classical Association of the Middle West and South.

two years or less (p. 31). The Investigation did lay down the principle (*ibid.*) that "such pupils must secure . . . study of Latin."

We have taken those sentences seriously in formulating objectives for the two-year course. At the same time we have tried to be cautious and realistic in our statement. The greatest trouble with our objectives in the past may well have been, not that they were invalid or that we could not agree on them, but that we have tended to claim too much. Educators and the general public are not impressed by statements which convey the impression that high-school Latin will make the student a master of English expression, an interpreter of world literature, and the heir of all the ages. It does no good to talk about "humanistic values" if in fact a majority of our students leave Latin before those values ever swim into their ken. We must claim what we can do, and do what we claim.

Here is our statement of the objectives of the two-year Latin course:

I. The developing high-school student should gain added proficiency in language through (A) increased awareness of the structure of language as a skeleton of speech and thought; (B) an improved ability to understand and use English words of Latin derivation; (C) a knowledge of actual Latin words and phrases commonly used in English.

A. The student's awareness of the structure of language as a skeleton of both speech and thought should be enhanced as his attention is focussed on the varying relationships of thought expressed by Latin inflectional forms, modes of expression, and word order.

1. The student's attention is focussed by Latin inflectional forms on relationships (e.g., subject and object) which are less clearly and strikingly shown in English because of its comparative lack of inflections.
2. The student becomes aware of the implications of differing modes of expression. The comparative precision and uniformity of Latin modal forms, subordinating constructions, and tense relationships can help to clarify the analogous but looser and more variable means of expression in English. In particular, the observation of how Latin can group a complex of modifying

elements around a single word, yet make clear the relations of each to the whole through endings and regular patterns of agreement and sequence, will help him to analyze and use with better understanding the looser patterns of the English sentence.

3. The student comes to understand the implications of word-order through seeing how in Latin the basic relationships of thought are taken care of by inflectional endings, leaving word-order free for the expression of emphasis or contrast.

B. The student's ability to understand, spell, and use English words derived from Latin will be increased as he learns the shape and meaning of basic Latin words, prefixes, and suffixes and gains some insight into their historical changes, as well as—occasionally—their relation to words in other languages of the Indo-European family.

C. The student will become familiar with some of the actual Latin words and phrases used in English common speech, literature, law, science, and religion.

II. The developing student—particularly if through force of background or circumstances he is somewhat remote from the nerve-centers of contemporary civilization—needs to become more keenly aware of the roots of our culture. He should be conscious of the role played by classical culture in shaping not only our American tradition but the Western tradition as a whole. Such an understanding is not merely desirable but vitally necessary if Americans are to become citizens of the world.

A. The student should be induced to recognize the fundamental importance of language itself as the main line of communication and binding agent of society. Especially he should become aware of the importance of accurate, sensitive expression of thought and feeling in man's rise from lower to higher levels of civilization. Conversely, he should begin to develop the ability to recognize and should criticize vague, meaningless uses of language, or its misuse for purposes of propaganda.

B. The developing student should begin to understand and evaluate the indebtedness of European and American literature to classical literature. He should find common references to Greek and Roman mythology, and some of the

great figures and events of Greek and classical literary forms—drama, epic and lyric poetry, oratory, history, etc.—are the ancestors and in many cases the models of the corresponding forms in modern literature, including American literature.

C. To a more modest extent, and in connection with his reading in Latin, the student may be brought to appreciate the recurring influence of classical art on modern art, both in content and form.

D. Through connected reading in Latin and correlative reading in English the student should be helped to understand some of the basic principles of social and political organization and the problems connected with it. Roman material is particularly well adapted to this purpose, because it tends to present the problems of society in simple, concrete terms rather than at a high level of complication and abstraction.

1. Through simplified readings from Roman history and Roman law the student can gain a concrete idea of the basic elements of social structure—family, social classes, towns, or community, and nation—and of the way in which the health and vigor of a society rests on individual character.
2. From these readings the student should also come to appreciate in some measure the historical achievement of the *Roman Law* itself, not only for its contribution to our ideas of citizenship and justice, but also as the basic law of a large part of the Western world.
3. From seeing how the Romans dealt with social conflicts at home and with other peoples of differing language, mores, and culture, as well as from his own new experience in learning about a foreign people, the student should begin to develop a capacity for broader, more tolerant understanding of his own society and others, and should gain increased political understanding.

E. Finally, through the cumulative effect of what he has learned, linguistically and culturally, in his Latin course, the student should have acquired a modest but genuine foundation for understanding some of the broader contributions of classical thought to our basic Western tradition. He will possess some of the basic material and criteria by which to judge the achievements—and failures—of our civilization in wrestling with

the ultimate problems of God, man, freedom, responsibility, and happiness. It may be that only the best students will make much of these ideas; but all can gain a sense that they are real and meaningful and ultimately concern us all.

I said that our statement follows the general pattern of previous statements, but with differences in selection and emphasis. Almost all these differences take their origin in the hard fact with which we began: that we are framing objectives for a two-year course which is terminal for the large majority of students. There is one apparent omission that may occur to you: we have not mentioned explicitly, as the Classical Investigation did, the primary immediate objective of increasing ability to read Latin. This objective is implicit rather than explicit in our statement, for the reason that we have tried to formulate the general grounds on which Latin deserves a place in the high-school curriculum. The ability to read Latin is not in itself a general ground; if it were offered as such the retort would be too easy, "Why read Latin at all?" The reading of Latin has to justify itself as the indispensable means of achieving general objectives which are admitted to be valid for the high-school student. In this sense it is not only implicit but fundamental in our program, as you will see.

The statement of objectives, then, involves old principles but some new emphases. Now comes the "implementation" of the objectives, to use the current jargon; or, to use a terminology I myself prefer, we have discussed the ends, τὰ τέλη, and now come to the means, τὰ πρὸς τὰ τέλη.

If our objectives are valid, as stated, then the two-year Latin course must be organized to attain them. Our "talking points" must become our teaching points, as Dr. Dunkel has said on numerous occasions. It is here that the Committee's proposals may begin to seem radical, revolutionary, or just plain nonsense to you. But we are convinced of this: no reasoned attack on the problem of a two-year terminal Latin course is possible without conscientious rethinking of all its implications. And these implications are more numerous than they may appear. Some of them

were already adumbrated by the Classical Investigation; many have been squarely faced by teachers; some are already incorporated in textbooks. What has not been done, to our knowledge, is to face *all* the implications at once and in relation to one another. Hence you may say to many of our specific proposals, "Why, I've been doing that myself for years!" and yet find the total impression uncomfortably radical.

### *Preparatory to What?*

THE COMMITTEE does not wish wholly to deny this possible imputation of radicalism. Our feeling is that many of our troubles have come just because the peculiar needs and problems of the two-year course have not been faced all together and in one comprehensive way. To put it from another point of view, we have made particular, partial adjustments to the situation, but otherwise we have gone on as if the primary purpose of the first two years were to prepare for later work in Latin. We are still teaching a course which is, in its main lines, preparatory. But preparatory to what? We are preparing most of our students to do things which in fact they do not do, will never do. The present two-year course is an incomplete structure which can only, as they say, be understood "historically"—as the foundation of a building that used to be built. To take but one concrete example, Caesar was never chosen or intended as a terminal author; he has been left as a terminal author—I almost said a terminal moraine—by the erosion of time. He is so unsatisfactory as a terminal author that his position has been steadily whittled away and reduced, sometimes to nothing—yet he has not been replaced. The two-year course ends either in Caesar or in nothing in particular.

In this failure to provide a consistent rationale for the first two years of Latin we have not been faithful enough to the implications of the Classical Investigation itself, or alive enough to the insistent needs of high school students. Much has been done that did not need to be done, and perforce much has not been done that could and should have been done.

This is not to say that our chief trouble has been poor teaching. The poor teacher we shall always have with us; also, thank God, the good teacher. We all know that the poor teacher will make hash of the best-contrived course, and that the good teacher will make the driest bones live and the dulllest book sparkle. There is no substitute for the elusive magic of personality; but it is not our only resource. Courses exist to liberate the constructive energies of teacher and students. We believe that even the good teacher is too often frustrated by the unresolved conflict between sound preparation for later work in Latin, as that has been conceived, and the terminal needs of a majority of students. It is from the point of view of possible ways and means of resolving this conflict that you should judge our proposals.

### *Terminal Implications*

HERE ARE SOME of the major implications of a two-year terminal course in Latin, as they have appeared to us. In the *FIRST PLACE*, two years, in a class meeting five times a week, is a brutally short time in which to achieve even a modest set of objectives. It demands a fierce economy of time and effort, not only in choosing objectives but also in choosing content and methods. Every choice is also a rejection: for every thing that can be done there are three or four others that cannot be done. This law of economy may impose some choices that are heart-breaking if we love Latin and consider that there are endless things about it that are worth imparting.

*SECOND*, the law of economy demands that what is taught be taught rapidly. There is no time for flourishes, elaborations, side-lines. If rational shortcuts exist, they must be used; if they do not exist, they should be searched for. If the necessary grammar could be taught in six weeks, let us say, it should be taught in six weeks and other time used for other important things: word-study, reading, study of culture.

*THIRD*, that which is taught must be taught with concentration and thoroughly—thoroughly enough to leave a definite trace of its passing. Rapidity does not necessarily

mean sloppiness; in fact, elimination of non-essentials will leave more time for thorough grasp of what is presented. Thus if word-study is to be an important activity it must be given a definite, solid place in the course, so that a definite, solid impression is left on the student. Passing references to Latin derivatives, or an occasional assignment, will not do the trick.

FOURTH, what is done must be done consciously, and the student must be made conscious of what it is. His retention of a principle of syntax or word-formation or literary expression cannot safely be left to chance; yet the retention and carrying-over of such principles into his other experience is a basic aim of the terminal course. One of the most striking agreements between the educational consultants of the Classical Investigation and those whom we consulted is that a majority of both groups agreed that training can be transferred, but only if it is consciously generalized. Classical Investigation, page 57: "To guarantee a considerable transfer, the common element to be transferred must be brought specifically to the pupil's attention and generalized into a principle, and the application of the principle to other fields made clear." Obviously this means that the teacher and the organization of the course must be such as to help the student make conscious, valid generalizations and apply them. Furthermore, our consultants agreed that teachers should explain to students—even high-school freshmen—at the beginning of a course, and at regular intervals during it, what is being done and why.

LASTLY—and again we have the evidence of educational psychology, as well as of common sense—in order to be interesting and meaningful to the student, a course which has only a limited amount of time at its disposal should begin so far as possible with what is nearest to his own experience and proceed to what is more remote. But there is a proviso: the "near" material should be significant and important as well as near.

These considerations lie behind the more specific proposals which the Committee has to make. But first, another observation. I have

spoken of the gap between our announced principles and our achievement. I beg you: in considering what we suggest, do not compare it in your own minds with what our students *ought* to achieve in the present two-year course, or what they *might* achieve if they went on to four years of Latin, or what the very best students do achieve. Compare it with what is actually being achieved by the majority of students: what they do in fact carry away with them from the second, or the first year of Latin.

### *Linguistic and Cultural*

OUR STATED objectives fall into the two general divisions of linguistic and cultural. In order that these two kinds of experience may be made massive and impressive enough to remain active in the student's total experience after he leaves the Latin course, we suggest that the work of the first and the second year be organized around them in a direct way. We suggest that the primary aim of the first year be linguistic, and that of the second year cultural. In accordance with the principle of concentration, we believe that the cultural experience should center and culminate in the reading of one masterpiece which has undisputed cultural value and can serve as the focus of the whole course, rather than in the reading of scattered selections or parts of Latin works. For reasons that will be discussed later, we regard the *Aeneid* as the masterpiece which best fulfills these requirements.

On the other hand, the work of the first year would be focussed on the linguistic benefits of Latin, primarily for English; it would also serve cultural ends, particularly in the second semester, and prepare the student for reading Vergil. Reading Latin is absolutely essential to our purpose; but with respect to the concrete program of the second year, "reading Latin" can be defined as reading Vergil. This more specific definition brings with it certain important corollaries for the handling of vocabulary, syntax, and reading content in the second and third semesters of the course. They will be the bridge to Vergil.

The first year, however, is to be moulded primarily on the criterion of linguistic value for English. We propose that word-study be made a systematic part of the first-year work. The Latin words upon which this study is concentrated should be those which have given rise to the most numerous and frequent derivatives in English; and the study should follow the natural lines of word-derivation—i.e., by families. The Committee has already begun a study of the most frequent Latin derivatives in English, grouping them by source, and a frequency study of the Vergilian vocabulary. A great deal remains to be done along both these lines. But we are already convinced that the two vocabularies—the derivative-producing and the Vergilian—will show a high correlation.

Likewise, with our eyes on the two goals of English and Vergil, we propose that only those Latin forms and constructions be taught which are genuinely necessary and useful. They should be taught rapidly, in order to clear the way for more reading, but clearly and emphatically, with constant explicit reference to the general principles of language structure and functioning. We favor abandoning the pretense of giving the student at the beginning all the grammatical apparatus he will need in reading any and all Latin; we would give him instead, in concentrated form, what he actually needs for the work in hand. The rest can be supplied later, when the need and the motivation for it are greater. Further, it is our belief that forms should be presented together according to the functional units that the student will need to recognize in reading, namely the cases of nouns and adjectives and the tenses and moods of verbs, rather than separately under the various declensions and conjugations. Again, the traditional Latin syntax, with its forest of particular constructions, rules, and exceptions, should be simplified to the furthest possible limit, with an eye constantly on what can be done in two years, what the student actually needs to know in order to illuminate English and to read the Latin before him.

In urging this simplification we believe

that we have the support of both educational psychology and linguistics. Educational psychology insists that superfluous learning—that is, learning which is not needed or used—actually militates against the useful learning that accompanies it. And comparative philology has long since shown that the facts of language are at once more complicated and more simple than the traditional grammar would make them appear. The ultimate linguistic facts are vastly more complicated: each age of Latin, each genre of literature, each individual author has to a considerable extent a particular vocabulary, morphology, and syntax. Real linguistic usage is almost as various as life itself. On the other hand, the inward moving forces that mould our languages are vastly simpler: for example, the all-pervading force of analogy. If the student can be made to see some of those large forces at work in one language not his own—and for that purpose no other single language has such advantages as Latin—he will have reached a point of vantage from which many roads lie open to him, in Latin and outside it. He will see language as a process, not as a dead form of words.

From the first the student's experience with Latin must be embodied in reading. Reading is his laboratory. We believe that even in the first year much more Latin should be read, and can be read, than is commonly read now. Furthermore, the reading should be in connected form, as early as possible, and by the second semester it should begin to lead towards Vergil. Hence we propose to get away from "made" Latin at the earliest possible point—the beginning, if possible—and introduce the student to real but simplified Latin from classical authors. The difficulty would be increased, and the amount of simplification decreased, by controlled stages.

As the central unifying theme of these readings we suggest the very simple, old-fashioned theme of Livy's history: the character of the Romans, "per quos viros quibusque artibus domi militiaeque et partum et auctum imperium sit." Through reading the student can be made to sense that character; he can also be given an inkling of the prob-

lems that increasingly faced it, until in Vergil the Roman traits of *virtus*, *pietas*, *humanitas* are brought face to face with the universal problems of empire, civilization, one world.

You may be saying to yourselves that it is a fair dream, but it cannot be done. Before you make up your mind on that point, listen to the other speakers. Two more points, and I have done.

### *For Reading Latin*

MY FIRST POINT concerns the value of our proposed course for those who do go on to more Latin in high school, or in college. Are we to think only of those who quit after two years? Will those who go farther really have learned any Latin? Will they be equipped to go on? Will they want to? Our answer to these questions is essentially that of the Classical Investigation, page 31: "The work of each year, therefore, beginning with the first, should be so organized as to be worth while in itself, whether or not the pupil is to go further in the study of Latin. Moreover, we are convinced that a course so organized will furnish a better preparation for continuing the study beyond the first two years. It is also reasonable to expect that with fuller appreciation on the part of pupils of the values secured from the study of Latin and with better adaptation of the content of the course to the ability and interests of the pupils, a larger proportion of those who begin Latin will pursue the study throughout the secondary school and continue it in college." It is well known that Vergil is the most popular of the three usual high school authors. We believe that he will inspire at least as many to continue as are now inspired by Caesar or the selections that are read in place of Caesar. As for the student's training for further work, he *perhaps* will not have as much rote command of paradigms and formal grammatical terms as he has at present. But he will have a grasp of the general structural principles of Latin that most of our students do not have at present; and he will have read far more Latin. Such a scheme as we are proposing will necessitate a planned review and extension of grammatical work in the

third and fourth years—where, in our opinion, it can be more rapid, meaningful, and painless. Speaking as a college teacher, I should be content if students came to me with less alleged coverage of the details of grammar but possessing a better comprehension of basic linguistic principles, and above all having read, read, read Latin. The most painful thing about our students who have had four years of high school Latin is the wretchedly small amount they have read—and are able to read even in college. They have been set once and for all in the pattern of "20 lines a day." If we can, let us break those particular chains and let our students read.

The program I have been sketching here is still only a sketch. It has been submitted to the preliminary criticism of educational specialists; now it is being submitted to yours. If we seem at any point to be dogmatizing or posing as oracles, the impression is illusory. The job is not only not finished, it is barely begun. An enormous amount of research remains, and then the whole thing must be tested in experimental teaching. The project is an exploration for you, by us as your agents. What we are presenting this morning is a direction, a movement of thought, not a complete packaged product.

The other speakers will present a great many more details. But we hope you will take the whole in the spirit in which it is offered and discuss its general implications as well as the specific details, many of which have not been fixed or cannot be fixed without experimentation. In any case we invite you to take the project, examine it, criticize it; it belongs to you.

---

#### THE COMMITTEE

Members of the Committee on Educational Policies are: Gerald F. Else, State University of Iowa; Clyde Murley, Northwestern University; Harold B. Dunkel, University of Chicago, consultant; Henry C. Montgomery, Miami University, "Trends and Events"; Essie Hill, 2311 Ringo St., Little Rock, Arkansas, "Latin Week"; Ruth F. Joedicke, Mary Institute, Clayton 5, Missouri, Editorial Representative; and Lenore Geweke, Illinois State Normal University, Chairman.

## A FUNCTIONAL APPROACH TO LATIN GRAMMAR

*Forms and Syntax*

Henry C. Montgomery  
Miami University

THE PLACE of forms and syntax in the study and teaching of Latin is auxiliary to the reading of that language. The Committee feels that there is no necessary inconsistency between the reading and the grammatical method of approach. A knowledge of forms is fundamental, but the important thing is that forms be learned for use, to facilitate precise understanding in reading.

Therefore it is advisable that grammatical concepts, the ideas of grammar, should receive primary emphasis with detailed applications to follow in a logical order of frequency and importance. The pupil should see the relationship of thought between the idea, the function of grammar, and the ways in which the idea is attained. The pupil's experience with the Latin language should be that of a system of communication, constructed on a reasonable framework, with different means, in a different language, of expressing human thoughts and feelings.

Since grammar is subsidiary, though fundamental, to the reading of Latin, it is important that forms be presented and learned in the most efficient manner possible. The pupil should first be familiarized with the idea of a grammatical term and then his attention should be drawn through the English equivalent to the way, in Latin, in which this idea is expressed. The study of the use of forms can be presented in the following manner and in the following order, if frequency in Vergil is considered:

### AGREEMENT

IN A LANGUAGE as highly inflected as Latin, the relationships of agreement are to be stressed from the beginning, i.e., a verb will agree with its subject in number and person; a predicate noun and one in apposition will agree in case with the nouns which

they explain; an adjective will agree with its noun not only in number and case but also gender; a relative pronoun will agree with its antecedent in number and gender, but, as in English, its case will depend on its use.

### THE CASES

THE SUBJECT of a sentence is in the nominative case. Predicate nouns and adjectives are also in the nominative case.

*Puella videt rosam:* the girl sees the rose  
*Puer est discipulus:* the boy is a pupil  
*Via est lata:* the street is wide

The direct object of a transitive verb is in the objective case, commonly known as the accusative case. The accusative is the immediate object, or goal, of an action or motion expressed by a verb or preposition. This action may be either physical or mental.

*Amicus tubam habet:* the friend has a trumpet  
*Ad Italiam navigat:* he sails to Italy  
*Scio hominem esse bonum:* I know that the man is good (I know the man to be good)  
*Maximam partem:* for the most part  
*Cetera egregius:* outstanding in other respects (as to other respects)  
*Cincinnatum dictatorem appellant:* they call Cincinnatus dictator  
*Multos annos rexit:* he ruled many years

Answers to the questions Where? When? How? and Why? are expressed by the ablative case. The ablative case is also the case of separation, of accompaniment, and means of action. Common prepositions in English expressing the ideas of the ablative case are *in*, *on*, *with*, *by*, *from*. An important development of the accompaniment idea is always constructed with a participle, expressed or implied, and functions as if it were a clause with a subject and a verb. A simple and constant translation of the ablative absolute may be made by the preposition "with."

*Carro venit:* he comes by wagon  
*In urbe:* in the city  
*Ex Africa venit:* he comes from Africa  
*Magna cum laude:* with great praise  
*Aenea duce:* with Aeneas as leader  
*His rebus factis:* with these things done  
*Viri pueros virtute superant:* the men surpass the boys in courage

*Tua cura miser sum:* I am wretched because of your worry

*Pater cum filio venit:* the father comes with his son

*Navis ex materia facta:* a boat made of wood

*Septimo die pervenit:* he arrived on the seventh day

*Mons magna altitudine:* a mountain of great height

*Pecunia utitur:* he uses money (he benefits himself by money)

*Puer altior puella est:* the boy is taller than the girl

*Illud flumen multo celerius est:* that river is much swifter (swifter by much)

The agent that denotes the more distant and secondary relationship of a person or thing to the action of a verb is the dative case. The dative expresses the person or thing affected beyond the action of the direct object. It is often expressed in English by prepositional phrases with *to* or *for*, but the *to* with the dative is to be distinguished from the *to* with the accusative indicating motion.

*Pater filio librum dat:* the father gives his son a book

*Ludis adfuerunt:* they were present at the games

*Erit ille mihi semper deus:* he will always be a god to me

*Similis deo:* like (similar to) a god

*Amicis confidit:* he trusts his friends

*Mihi omnia agenda sunt:* everything must be done by me

*Diem concilio constituerunt:* they set a day for meeting

The case that indicates possession and the idea of belonging, usually preceded in English by the word *of*, is the genitive case. It is the case not only of ownership but of close natural relationship.

*Libri puellae:* the girl's books

*Amor patriae:* love of country

*Non proprium senectutis:* not characteristic of old age

*Nomen regis:* the name of king

*Magna pars navium:* a great part of the ships

*Nautarum me miseret:* I pity the sailors

*Fossa trium pedum:* A trench of three feet

*Memini amicitiae:* I remember friendship (I am mindful of friendship)

A person or thing addressed is placed in

the vocative case. This is frequently identical with the nominative in form, but some *-us* words change to *-e*, and *-ius* words to *-i*.

*Amicus*, but *o amice!* (O) friend!

*Vergilius*, but *O Vergili!* (O) Virgil!

Methods of presenting case inflections may differ, but the committee suggests an emphasis on stems and endings. The stem and endings for one case through all declensions is a recommended procedure. Each case should be presented in the order of frequency of use and of similarity of endings. The idea of case endings and their functions should have precedence over the classification by declensions.

### VERB FORMS

THE IDEAS of Latin verb formation may be stated as follows:

**Mood:** The different moods in Latin verbs are indicated by special endings. Mood really implies the varying states of mind of a person speaking or acting. There are three moods in Latin, the indicative, the imperative, and the subjunctive.

**Tense:** Present, past, and future facts, known or accepted as true, are expressed by the indicative mood.

*Videt urbem:* he sees the city

*Videbit urbem:* he will see the city

*Vidit urbem:* he has seen the city

A person giving commands or directions uses the imperative mood.

*Veni:* come!

*Venite:* come!

Various states of mind characterized by uncertainties, such as wishes and purposes, or by possibilities, probabilities, and appropriateness are expressed by the *subjunctive*. The subjunctive may be used independently or in dependent constructions with English words used to express uncertainties, such as, *if*, *in order that*, and *so that*. Wishes and suggestions in the independent use are indicated by English words such as *let*, i.e., *let us go*, *if only*, and the like.

*Quid dicerem:* what was I to say?

*Rex regnet:* let the king rule

*Veniamus:* let us come

Utinam Aeneas viveret: if only Aeneas were living  
Venio ut eum laudem: I come that I may praise him

Tantum erat timor ut domi manerent: so great was the fear that they remained at home (an exception to the idea of uncertainty)

Quaero ubi sit: I ask where it is (where it may be)

As in nouns, the emphasis in the presentation of verbs should be on stems and terminations, the latter divided into tense signs, personal endings, moods, and voice indications. Similarly, the forms of most frequent occurrence should be presented first and receive most emphasis. Certain forms of rare occurrence may be omitted entirely in an introductory Latin grammar and explained when and as they are met in Latin literature itself.

Verbal usages that are notoriously difficult should be presented as clearly and simply as possible. It may be explained that indirect statements expressed less commonly in English by an accusative subject and an infinitive are always thus expressed in Latin. The accusative as subject may be explained by the fact that the content of the quoted statement is the direct object of a verb of saying, knowing, hearing, thinking, or perceiving. The tense of the infinitive may be explained as the same as the verb would be if the statement were a direct quotation. It may help the pupil to have an infinitive defined as a verb form not limited as to person, or number, but expressing merely an action or condition in present, past, or future time, as, in English, *to go, to have gone, to be about to go*.

Other suggested explanations about verbs may be directed towards the combined uses—that a verb which is used as an adjective and so indicated by special endings is called a participle; that in English present participles are formed by adding *-ing*, past by adding *-t, -d, -ed, -n, -en*; that Latin has similar special endings not only for the present and past participles but also for the future. The form and meaning of such English words as *agenda* and *memorandum*, not to mention terms commonly used in arithmetic, may lead a pupil to a clearer understanding of the gerundive when an obligation to be performed is expressed.

That the gerundive may agree with a noun like an adjective and that there are verbal nouns of similar form, with the English ending of *-ing*, need not cause too much confusion.

The Committee believes in the necessity of grammar, and of as much grammar as possible, as soon as possible. It does not believe that the traditional and historical methods of presentation were designed for beginning students of the present era where the immediate goals and objectives have undergone a definite change. The Committee recommends that teachers of Latin be alert to the new situations, possibly even more promising than those of the immediate past, which inevitable change and evolution have brought about.

A very famous teacher once asked these questions, "If it be really true that things can be learned either through names or through themselves, which would be the better and surer way of learning? To learn from the image whether it is itself a good imitation and also to learn the truth which it imitates, or to learn from the truth both the truth itself and whether the image is properly made?" A friend gave assurance that it would be better to learn from the truth. Then the teacher continued, "How realities are to be learned or discovered is perhaps too great a question for you or me to determine; but it is worth while to have reached even this conclusion, that they are to be learned and sought for, not from names but much better through themselves than through names."<sup>1</sup> The speaker was Socrates.

<sup>1</sup> Plato, *Cratylus* 439, translated by H. N. Fowler in the Loeb Classical Library.

## VOCABULARY AND READING CONTENT

Lenore Geweke

Illinois State Normal University

IN SETTING UP any experiment, one must be careful, first, to think in terms of objectives; secondly, to develop a content that will put the objectives into effect; and, finally, to set up an evaluation program to determine which of the items of the content best realize these objec-

tives. Later, one must make such adjustments and changes in the content as experimentation and evaluation prove necessary.

To date, the Committee on Educational Policies has set up attainable objectives—objectives which were approved by the Executive Committee of the Association and which were endorsed by a group of educational consultants in February, 1947. We have also selected a content which seems to carry out the objectives. But one must bear in mind that this content is subject to change as a result of experimentation and evaluation.

Beginning in *medias res*, vocabulary and reading content, let us reread the objective stated by Mr. Else: "The developing high-school student should gain added proficiency in language through (A) increased awareness of the structure of language as a skeleton of speech and thought; (B) an improved ability to understand and use English words of Latin derivation."

A further definition of (B) reads: "The student's ability to understand, spell, and use English words derived from Latin will be increased as he learns the shape and meaning of basic Latin words, prefixes, and suffixes, and gains some insight into their historical changes, as well as—occasionally—their relation to words in the other languages of the Indo-European group."

Our first task, therefore, was to formulate a basic vocabulary that would greatly increase a pupil's English vocabulary, not only in extent, but especially as to precision in the understanding and use of English words. In order to select the most common English words of Latin origin, we chose Thorndike-Lorge, *The Teacher's Word Book of 30,000 Words* (New York, 1944) and selected derivatives which, singly or by groups, occurred six or more times per million. So far, we have made but a partial study of Thorndike-Lorge, using only Part 1, which consists of 19,440 words. Here we found

7,572 words which, singly or by groups, occurred six or more times per million words. These were derived from 1,105 word families.<sup>1</sup> If, then, we can teach precision in the understanding and use of 7,572 words on the basis of 1,105 Latin word families, we have established an extremely high surrender value for English.

In developing our basic vocabulary, however, we cannot consider only the surrender value for English; but we must also prepare the pupil to read the *Aeneid*. In checking these 1,105 word families against the vocabulary in *Aeneid* I–VI, we found that 744 (67.33%) occurred there.<sup>2</sup>

For further steps in vocabulary building, let us revert briefly to our objective: "The developing high-school student should gain added proficiency in language—i.e., in the use of both English and Latin vocabulary." The pupil must be guided to learn to read Latin rapidly in materials that are repetitive in vocabulary. Because it is difficult to find a sufficient number of such selections in Latin literature, because we want to break away from vocabulary thumbing which hampers rapidity in reading, and because we want pupils to read pages rather than lines, we are advocating a limited use of marginal vocabulary.<sup>3</sup>

To attain proficiency in English vocabulary, a pupil must be given the opportunity to understand the concept of a Latin derivative and also to use it correctly. It therefore seems necessary to spend some time on

<sup>1</sup> These studies will be rechecked carefully for possible errors. Actually our research has just begun. Among points for further research in vocabulary are: the frequencies of all derivatives in the total 30,000 words of Thorndike-Lorge, listed by families; the frequencies of prefixes and suffixes there and their usefulness in vocabulary building; a study of Vergilian words by frequencies; a study of vocabulary frequency in reading materials to be used in the first year; the importance in vocabulary building of Latin words that exist in English either unchanged or slightly changed. The points mentioned constitute only a fraction of the research work which must be completed before the basic vocabulary can be determined.

<sup>2</sup> Additional research problems: the extent to which marginal vocabulary can be used effectively in the first year; the development of a criterion as to which words should be left for marginal vocabulary in Vergil.

<sup>3</sup> A word family comprises all Latin words which are derived from a single root, e.g., *nosco*, *nomen*, *nominatio*, *recognosco*, *recognitio*, etc. We have used the simplest word in the family as a key-word, rather than the root itself.

word building: that is, forming English words from basic Latin words plus prefixes and/or suffixes. But since we are interested in having the pupil not merely accumulate a large number of English words, but especially develop precision in their use, we shall also have to ask him to form sentences, using derivatives. However, I wish to emphasize that we have made only a beginning, and that many points are still to be studied in this connection.<sup>4</sup>

The second main objective stated by Mr. Else is: "The developing high school student needs to become more keenly aware of the roots of our culture"—something that we usually think of when we discuss the Latin Humanities. When we cast about in Roman literature for the one classic which gives us the best perspective on Roman culture, only one work could meet all the sub-points of our objective: the *Aeneid*. The Committee's reasons for this choice are these: The *Aeneid* appeals to high-school pupils; it is a recognized piece of world literature (the most balanced Latin literary work) which gives perspective not only for Roman, but also for modern civilization. This thesis is supported by the following sub-points:

A. The story of the *Aeneid* is readily understood by high school pupils and holds their interest throughout the entire first six books.

B. As a literary work, the *Aeneid*:

1. Has a great variety of situations, characters, and moods, almost as wide as life itself.
2. Has great dramatic qualities, e.g., the tragic figure of Dido.
3. Contains an exciting love-affair.
4. Is written in beautiful and pleasing poetic form.
5. Is filled with passages from which allusions and quotations have been taken in modern literature, art, culture, and civilization.

<sup>4</sup> We suggest for further experimentation and research: the extent to which understanding of Latin derivatives increases the pupil's language awareness; the development of a linguistic attitude in word building; a careful study of methods by which a pupil can best acquire the largest number of derivatives; the distinction between derivatives which are transparent and those which are too far removed in appearance from their Latin ancestors to be helpful for vocabulary building.

C. As an epitome of human relations, the *Aeneid* portrays:

1. The relation of the individual to society.
2. Man's need of a country and a home.
3. Good attitudes (justice, loyalty, reverence of a god, bravery, manliness, and good sportsmanship).
4. Democratic situations.
5. The vicious effects of rumor and propaganda.
6. The relation of man to his universe and to his god.
7. The differences between peoples and civilizations.
8. The horrors and miseries of war, and praises of the golden age as a period without war.

The arguments in favor of the *Aeneid* are so strong that no other work of Latin literature can be compared with it. Someone may, however, suggest that the vocabulary burden is a handicap. First, a marginal vocabulary will lighten it. (A large number of words should be taught in no other manner since they are *hapax legomena*.) Secondly, the vocabulary of the first year will prepare directly for Vergil. As regards syntax, it appears that Vergil is easier than other authors now read in high schools; in addition, all unusual constructions would be relegated to the foot-notes.<sup>5</sup>

With the *Aeneid* read in the second year, what should be read the first year? Before deciding on this, the Committee had to evaluate four possibilities: "made Latin," medieval Latin, Latin authors unchanged, and simplified or adapted Latin literature. We decided on the last for the following reasons: the vocabulary is first-hand; the cultural background is from a primary source; the style is authentic; in short, it is actual Latin literature. We realize, of course, that it will be very difficult to use simplified Latin authors at the very beginning of the first year; but we intend, with a vocabulary of 2,447 (this

<sup>5</sup> Research and experimentation: How can metre be taught most effectively and simply, so that pupils can read Vergil in Latin with enjoyment? How many pages of the *Aeneid* can a pupil be expected to read? What qualities of it contribute most to the high school pupil's education and should, therefore, be given more emphasis?

number will probably change as a result of a careful study now being made of it) Latin words that exist unchanged or almost unchanged in English, to build some "made Latin." The Committee expects, however, to resort to a minimum of this.

### Content of Reading Materials

THE CONTENT of the reading materials of the first year would have two main objectives. The pupil should, as far as possible, become conscious of the rôle played by classical culture in shaping not only our American tradition but the Western tradition as a whole, in literature, art, the basic principles of social and political organization and the problems connected with it, and in some of the broader contributions of classical thought. In this manner the content could serve as a technical contribution. It must also be preparatory, however, in that it will lead up to an understanding of Vergil and the Empire. The list of works from which we have proposed selections for possible adaptation is as follows: Eutropius, Nepos, Caesar (*Gallic and Civil Wars*), Tacitus, Pliny the Younger, Roman Law, the *Res Gestae* of Augustus, Suetonius' *Augustus*, and Cicero's *De Officiis* and *De Amicitia*. Research and experimentation, of course, will determine which of these works can and should be used.

The practical application of the points raised in our papers this morning can best be illustrated by a sample lesson, which could conceivably be taught near the end of the first semester of the first year. This sample lesson (not to be thought of as an assignment for one day, but as continuing over a period of time to be determined by experimentation) is entitled, "Romans Loved Liberty," and consists of the following parts:

I. *Motivation*. This section, written in English, describes the dictators of Rome, the assassination of Julius Caesar, with reference to a scene in Shakespeare's *Julius Caesar*, and the rise of Augustus to power.

II. *Reading Material*. A passage from Eutropius, describing the death of Julius Caesar and the succession of Augustus, is given complete with marginal vocabulary; the translation of the

new grammatical concept presented in the lesson is placed in parentheses after each occurrence of it.

III. *Forms*. This section, entitled, "How the Romans Built Their Verbs," deals with the basic concept of the formation of all perfect tenses, active and passive, of all conjugations together with a master chart. The personal endings of the perfect active indicative must be stressed as appearing for the first time. On the basis of six simple rules of formation, a pupil is able to learn quickly and with ease the one hundred and eighty forms of all perfect tenses, active and passive, of all conjugations.

IV. *Reading Material* from Eutropius with *repetitive vocabulary* in which the perfect tenses are used in both active and passive voices. The only crutch given in this selection is the marginal vocabulary for unusual words.

V. *Fixation Drill*. This section consists of exercises in the formation of the perfect tenses, active and passive, of given words.

VI. *Vocabulary*. Twelve basic Latin words are listed with their meanings, and in a column opposite the list, enclosed in parentheses, are given the common derivatives from these words.

VII. *English Word Studies*. In Part A, the pupil is asked to give the meaning of underlined words presented in sentences, in terms of the meaning of the Latin ancestor, and to determine whether the meaning is still the same today. In Part B, the pupil is requested to form as many derivatives as possible from the four principal parts of a verb plus prefixes and/or suffixes, and then to construct sentences with the words he has built.

This sample lesson presents only one type of application of the points discussed. The details, of course, could be carried out in various ways; but the fundamental principles underlying the thinking of lesson plans would be the same throughout.

### THE PROJECT AS A WHOLE

BEFORE SUMMARIZING, I should like to emphasize that the proposals presented this morning are in a pre-experimental stage. As the experiment is set up, as evaluation results come in, shifts will be made, some things will be taken out, others will be added, some may be emphasized in a different manner. Only what is considered sound as a result

of an experimental and evaluation program will be recommended to improve the high-school curriculum.

All who have done research work in curriculum planning or who have carried on experiments in high-school classes realize that a project of this nature is difficult to grasp and to understand. Furthermore, it is difficult to develop, for each and every item must be weighed with care. I realize that some may say that this or that has been omitted, or that this or that cannot be done. May I hasten to add that the better one understands this project and what it is attempting to do, the less likely one is to offer destructive criticism. We beg you to give us as many constructive suggestions as possible so that a really outstanding program can be developed.

*In conclusion:* A basic Latin vocabulary is presented which is to have surrender value for both English and Latin. A pupil's use and knowledge of Latin vocabulary is to be brought about in three ways: through a list of basic words to be memorized; through the use of materials with repetitive vocabulary; through marginal vocabulary. His use and knowledge of English derivatives is provided for by building English words from Latin roots plus prefixes and/or suffixes, through recognition and interpretation of Latin derivatives in sentences, and through the formation of sentences using Latin derivatives. As regards grammar, both forms and syntax, the idea of the basic concept is used, thus permitting the pupil to learn much more Latin grammar simply and effectively for the Latin materials to be read. The reading content of the first year consists of materials which are to give the pupil, insofar as he is able to attain it, an understanding of the influence of Roman culture and civilization on Western tradition, and which is preparatory to Vergil. The *Aeneid* is presented as reading content for the second year because it appeals to high school pupils and because it is a recognized masterpiece of world literature which gives perspective not only for Roman, but also for modern civilization.

The proposed program of vocabulary, grammar, and reading content seems to carry out most directly and most effectively the two main objectives:

I. *The developing high-school student should gain added proficiency in language.*

II. *The developing high-school student—particularly if through force of background or circumstances he is somewhat remote from the nerve centers of contemporary civilization—needs to become more keenly aware of the roots of our culture. He should be conscious of the rôle played by classical culture in shaping, not only our American tradition, but the Western tradition as a whole. Such an understanding is not merely desirable but vitally necessary if Americans are to become citizens of the world.*

The program as stated is based on sound educational principles. It will increase the surrender value for those students in the 80-90 percent group who take only a two-year course by giving them proficiency in the use of a large number of Latin derivatives and by permitting them to read a literary masterpiece in the original. The program provides for techniques in grammar that are limited only to the task at hand. The program emphasizes only those objectives which make the most sense to the greatest number of students. In short, we believe that this program increases the effectiveness with which the elementary Latin course can actually perform those functions that have always been claimed for it.

*Only a high-school curriculum which is based on sound principles that have been endorsed by classicists and educationists alike will establish Latin firmly in the curricula of our high schools.*

## COMMENT ON THE PROJECT

Dorrance S. White  
State University of Iowa

TEACHERS OF LATIN find themselves face to face with radical changes in our educational process. With the world in the throes of tremendously emphasized sciences, it is to be expected that the public school curriculum will be affected by this and will conform to suggested changes. A decision is forced upon us as to the part the traditional subject-matter and methods of presenting the Classics shall play in this change.

With so great a percentage of students making Latin a two-year terminal course and so few continuing into the more richly rewarding work of college Latin, shall we retain in our first-year textbooks so much Caesarian and Ciceronian literature, or shall we try to give a better glimpse of the wider field, the Ovidian and Vergilian, and others, that has been bequeathed to world literature through the Latin tongue?

Members of the CEP have been actively engaged during the past two years with this problem and have been setting up a tentative program of experimentation to determine what the nature of the new subject-matter might be and how this might best be presented. I hope that many teachers will cooperate in this study. I hope schools will volunteer to provide classes for this experiment. Let us find out what such an experiment, carefully undertaken, will produce. It is a courageous undertaking. If the results should be negative, we shall at least have our answer. And in the meantime the traditional program of subject-matter and method will obtain and the interests of classical studies will not be impaired. I look, rather, for enrichment from this experiment.

Mark E. Hutchinson  
Cornell College

IT WOULD SEEM to me that the Committee has presented clearly and forcefully what faces us in classical education in the high schools. There is no dodging the fact that 80 to

90 percent of our students will terminate their experience with Latin at the close of the second year and a considerable number will take only one year of Latin. Furthermore, we must recognize that Latin is only a part of the whole education (general, if you please), and that its chief contributions should be mainly linguistic in the first year, and mainly cultural in the second year. I am inclined to agree with Else in his statement that the ability to read Latin is implicit but not explicit for these two year students. Our task as Latin teachers, then, is to give our students at the end of two years something which will be an integral part of their whole education.

As was pointed out by several of the speakers, we can no longer afford to teach non-essentials, i.e., all of the content of our Latin course must look toward the linguistic and cultural objectives which make the study of Latin a worthwhile part of general education.

The committee's suggestion that Vergil's *Aeneid* might be the best reading material for the second year is a most interesting one. Granted that the cultural objective is most important, nearly everyone will agree that Vergil would be an ideal author to read. Of course, the \$64.00 question is whether a second-year high-school student can reasonably be expected to do so. If Vergil is to be read this early in the course, certain changes in our teaching of first-year Latin must be made, both in content and method. Our first job is to find out what words and forms are important for the reading of the *Aeneid* and whether they differ greatly from our standard frequency lists. A close corollary to this is the study of the frequency of Latin derivatives in English and how many of the important Latin derivatives come from words used in the *Aeneid*. Miss Geweke gave evidence from one study that 67 percent of the Latin word-families important for English occur in the *Aeneid*.

I am very certain that we are teaching too many forms in our elementary classes and very often teaching them from the wrong point of view. More attention should be paid to such studies as Paul Diederich's *The*

*Frequency of Latin Words and Their Endings*, where he showed that 18 "common" endings, together with indeclinables, account for 89.9 percent of all the endings found from a check of 10,000 words selected at random from the 75,000 word count of the vocabulary of the whole range of Latin literature. Some such count as made by Diederich should be made for Vergil alone, where I am quite sure the results would be about the same.

Two years is a short time, and nothing unnecessary should be taught. The syntax must be presented functionally with very little worry about grammatical terminology. If the main objectives are to be linguistic and cultural, it would seem that the study of grammar *per se* should be subsidiary. The Committee agreed on the proposition that only necessary forms and constructions should be taught, and that, possibly, for teaching purposes the case forms should not be separated by declensions.

The reading material for the first year should be built with two main objectives: (1) to bring about appreciation of classical culture; (2) as preparatory for Vergil. The committee also believed that the students should get away from "made" Latin as soon as possible. How soon this can be done is, in my opinion, the crux of the whole matter. Unless the vocabulary density is kept very low, the beginning student can do no oral reading of Latin. It might be advisable to follow the example of Miss Helen Eddy and others who have had much success in cutting down the vocabulary density of French classics without injuring their cultural value. The ordinary second-year Latin student will not be able to read the *Aeneid* unless the vocabulary hazard is lowered. If it is not done by cutting down the density of the *Aeneid*, then some such device as the marginal vocabulary will have to be used.

The Committee is to be highly commended for its courageous suggestions. I hope that both money and volunteer workers will be forthcoming to carry on the needed experimentation which must be done.

Carolyn Bock

Northwestern State College  
Natchitoches, Louisiana

ONE OF THE IMPORTANT values to accrue from the study of Latin is its contribution to the understanding of English words of Latin derivation. This statement was endorsed by more than 90% of the teachers of Latin participating in the Classical Investigation of 1924. Studies made by Grinstead, Lindsay, Greenough and Kittredge show that the Latin element of our English vocabulary is sufficiently large to merit serious consideration and yield vastly enriched vocabularies. On the other hand studies made by Thorndike, Carr, Douglass and Kittelson, Harris, Dallum, Otis, Pond, Hamblen and Haskell, to mention only a few, have shown that the performance and the gains in mastery of English words of Latin derivation made by two, three, and four-year students of high-school Latin range all the way from negligible to considerable.

This diversity in results led to some original experimentation to determine the adequacy of the present high-school Latin vocabulary as a means for developing an understanding of those English words found in vocabulary of general education, not the scientific or highly technical vocabulary of the specialist but the vocabulary of the masses.

The sample of words to be analyzed was taken from the *Thorndike Senior Century Dictionary*. The derivation of each of the words in the sample was obtained. Those words derived from Latin became the portion of the sample deserving further examination in this study. The source word or words from which each of the Latin-derived words came was sought in the Latin Word List (College Board List), which list is the nucleus of the vocabulary for each year of high-school Latin and becomes the vocabulary incorporated in high-school Latin texts. The College Board list was formulated from the traditional reading selections, with little view of the possibility of those words making a positive contribution to an acquisition of an enriched English vocabulary. Today the College Board List supplies the words neces-

sary for translating the traditional reading selections included in our high-school texts. Its purpose remains unchanged.

Of the Latin-derived words in the sample of English vocabulary, 74.87% were derived from Latin words included in the vocabulary of the College Board List. 51.52% of the words were derived from words assigned to the vocabulary of first- and second-year Latin in the College Board List. 23.23% were derived from Latin words assigned to the vocabulary of third- and fourth-year Latin in the College Board List. How significant are these figures? Assuming that a student gained absolute mastery of the College Board List, which is highly improbable, he would have access, even though he were a four-year student (few are), to only three-fourths of the Latin-derived words in the sample. If he were a two-year student (80-90% of our high school enrolment are), he would have entree to only one-half of the Latin-derived words in the sample. The approach to one-fourth of the Latin-derived words in the sample would be completely denied to any student of high-school Latin inasmuch as one-fourth of the Latin-derived words in the sample have their origin from Latin words not even included in the College Board List. And still we expect great improvement in English vocabulary on the part of our two-year students, and we are disappointed in the results.

Of the 1,880 words in the College Board List, 1,146 words in the list did not yield a single English derivative included in the sample, and 347 Latin words were used only once in forming English words in the sample.

What then can we conclude?

1. As long as the College Board List remains the core of high school Latin vocabulary, there will be a certain amount of discrepancy between preparation and performance.

2. The College Board List is arranged for students who plan to go to college; it further assumes that students going to college will continue their Latin.

3. The College Board List does not consider Latin's contribution to English word-building and borrowing as its primary purpose; hence

many of the values are neglected which might be realized were the list made up with that aim.

4. The benefits ascribed to vocabulary development in the third and fourth years, being postponed to that point, are lost to the vast majority of high-school students.

5. Many of the Latin words not included in the College Board List yield enough English words of sufficient importance to be included in the vocabulary of high-school Latin.

6. The College Board List is impractical and ineffective as an unmodified instrument to be employed by future writers of high-school Latin texts.

7. Alteration and/or implementation of the College Board List means a change in the reading material of high-school Latin.

8. Whatever may be the effect upon the reading selections of high-school Latin, a Latin vocabulary which serves as a vast reservoir for development of meaning and understanding of general vocabulary should be the basic word list for students of high-school Latin if they are to realize one of the important values of the study of the language.

*A new vocabulary for high-school Latin is badly needed!*

Jonah W. D. Skiles  
University of Kentucky

*WE HAVE COME of age; it is most gratifying to see teachers of Latin and Greek earnestly seeking ways and means of bringing the teaching of these languages into accord with modern developments in the teaching of foreign languages, the complexion and interests of the student body and educational philosophy of the present-day secondary school.*

The general basic objectives of grounding the student in the Latin Humanities as background for our present Western culture are thoroughly sound from the standpoint of modern education, but we shall have to show those who now control secondary education that these objectives can be reached most effectively and most economically by learning to read Latin. For we must remember that the big question always raised is: "Why cannot these objectives be reached more quickly by courses given in English?"

If Vergil's *Aeneid* is to be the material for second-year Latin, how can the difficulties in word-order be obviated? This problem must be solved before we change our materials from prose to poetry even though we readily admit the great intrinsic interest in the *Aeneid*. Can the *Aeneid* be read rapidly enough by second year students so that the process will be reading rather than deciphering? If we can really read the *Aeneid* in the second year, I am thoroughly in favor of such a course; but I feel that we should view the problem carefully in all its aspects.

### *Tyranny of Grammar*

IN PLACING EMPHASIS on reading Latin as the basic immediate objective, the Committee is implementing the outstanding recommendation of the Classical Investigation. Despite this recommendation, however, our teachers and our textbooks are still under the tyranny of decades of the grammar-translation approach, for today, though virtually all textbooks give lip service to the Classical Investigation, there are not more than five or six beginning textbooks that give even a generous gesture toward actual reading of Latin (rather than learning of grammar), and not one of these has half enough reading material for a reading approach. I suggest that we take steps to develop sets of *beginning readers* similar to those now existing in the modern languages (in particular in German, Spanish, and French—in the order named), with exceedingly low vocabulary density (perhaps 1:50) and with alternative series to be used for plateau reading. We must decide whether we are going to place our emphasis on reading or on some of the other objectives. I suggest that the Committee make a recommendation as to the amount of time to be spent on reading as compared with the other materials. My own suggestion would be for seventy-five percent of the time to be spent in actual reading, with the content of such a nature as to instill by indirection the Latin Humanities.

In the matter of learning whatever grammar is necessary for reading, why not make the grammar *completely functional*? (We have never really had functional grammar although we talk much about it.) And in this functional approach, why not approach the cases through their basic meanings? That is, why not consider a dative (with emphasis on the ending and the function, not on the name) as a "to, for" situation, and an ablative as a "with, by; in, at on; from" situation, and let the whole matter go at that? Also why not completely ignore cases used with prepositions? What boots it, for reading purposes, whether the ablative with *cum* shows accompaniment, manner, or attendant circumstance? All are expressed in English by "with." Of course, we can never see this point of view unless we divorce ourselves from the formal-grammar approach by which we were taught and unless we are able to look at the problem objectively.

This same functional approach should be applied to all the inflections of the verb. For example, the student's knowledge of what vowel (or what length of vowel) precedes the personal ending adds not one whit to his understanding of the meaning of the present tense. Certain uses of the independent subjunctive will have to be taught, but nearly all subjunctives in dependent clauses can be taken care of by the English structure that is demanded by the very conjunction introducing the dependent clause. A careful study should be made to show just what is the most rapid and efficient approach to an understanding of the subjunctive.

In fine, it must be understood that these remarks are to be applied to the problem of teaching students of the first two years of Latin to read Latin, and not to the problem of preparing teachers and scholars in the field. Such preparation can best come later after we have done our duty by those who will, for the most part, pursue Latin only two years.

CJ's Editor for Archaeology  
reviews Volume XII of the reports  
of Robinson's excavations at Olynthus



# Olynthus and the Study of Man

## Fifth-Century City Planning

OLYNTBUS WAS A CITY said to have been founded by Athenians in 432 B.C., in the region known as Chalcidice in northern Greece, not far from the modern Saloniki.

The colonists selected as their site a low hilltop, its long axis running approximately north-south, overlooking the Resetnikia River and within sight of the sea. Upon this hilltop surveyors accompanying the party staked out the streets of the future city. Starting a little distance in from the crest of the west slope, they laid out at least seven broad north-south thoroughfares (Avenues A-G), separated by approximate multiples of sixty Greek feet, and diverging from the north-south axis only as required by the contour. These avenues were crossed by at least twenty-two narrower east-west streets (Streets i-xiii, -i-, -ix), separated, apparently invariably, by intervals of 120 Greek feet.

The plan of the city was subject to limitations imposed by the terrain, and therefore incompletely symmetrical; but nonetheless it adheres more rigidly to the checkerboard plan than any other Greek city yet laid bare.

In the intervals between Avenues A and B, and B and C, the slopes of the hill do not act to restrict the surveyor's intent; here the blocks are 300 Greek feet in length, and we may assume that this was the ideal dimension. The ideal block, in other words, was 300 feet long from west to east, and 120 feet wide from south to north.

The work of the surveyor did not stop there. Each block was now bisected from west to east by a narrow alley. These alleys run true to line through at least four blocks (Avenues A-E), and therefore, in these blocks at least, were run and marked as part

of the original survey. All blocks were further divided by north-south lines at intervals of 60 feet, true to line through twelve or more

PLEASE TURN THE PAGE

### "ARCHAEOLOGY"—A NEW MAGAZINE

The Archaeological Institute of America is starting out upon a new adventure, the publication of a popular archaeological quarterly called *Archaeology*. It will cover the entire past of man, with frequent excursions, the editor tells us, into anthropology, palaeobotany, archaeogeology, and kindred disciplines. The first issue will appear before Christmas. It will contain articles on the Sutton Hoo Ship Burial, the Byzantine Exhibition held in Baltimore last spring, the vast wartime exploration of Ostia, the life history of an Agora find, Greek Revival architecture, and snake dances, as well as the personalia and backstairs gossip which have made the *Archaeological Newsletter* a collector's item. Future issues will deal with the Minyans, skull-collecting, New York Indians, syllabaries, Syria, Compositions Within Circles, and educational programs in the museums—and many more.

The Editor-in-Chief is none other than *CLASSICAL JOURNAL*'s insouciant Editor for *Archaeology*, Jotham ("We are not amused") Johnson, Associate Professor of Classics at New York University.

Membership in the Archaeological Institute of America carries with it the choice of receiving either *Archaeology* or the Institute's technical publication, the *American Journal of Archaeology*. Mail subscriptions to *Archaeology*, at six dollars per annum, will be accepted from non-members.

blocks and therefore also run and marked as part of the original survey. The blocks between Avenues A and B, and B and C, consequently, were each divided into two halves, and each half was subdivided into five areas or plots each approximately 60 feet square.

In each half-block still one more line was run, some twenty feet south of the northern boundary of the half-block (a-a', b-b' on Fig. 1); and these lines also run across all blocks

of each house was fixed by the surveyed line indicated by a-a' and b-b' on Fig. 1, and now we understand its purpose; each of the five houses in a half-block was based upon a unit identical in size with its neighbors', and these units had a common (two-story?) roof-line through the length of the block. Beneath this roof each resident divided the space into rooms as suited his own pleasure.

This northern, main section of the house

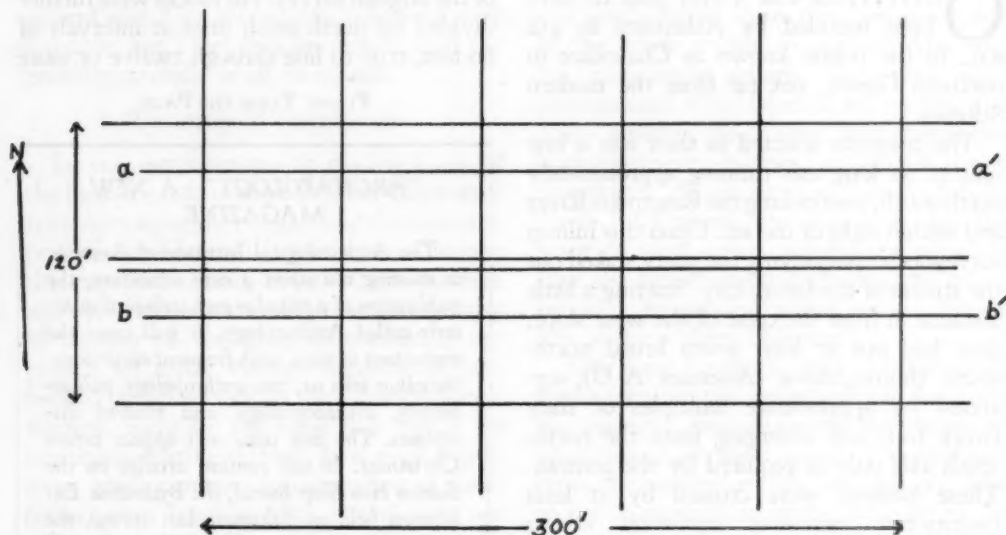


FIGURE 1. SURVEY FOR A TYPICAL RESIDENTIAL BLOCK, OLYNTHUS

and affect all construction within. A sketch of the surveyor's tapes as staked out for one block will do nicely for all:

Except as certain blocks or portions of blocks were set apart for public purposes, these 60' X 60' plots were then assigned to the colonists for residential purposes, presumably on the basis of one plot to each family. There was no preference of size, as we have seen; there may have been some preference of location. We do not know whether certain colonists or classes of colonists received preferential allotments; but the term *cl rouchoi* 'allotment-holders' implies that the assignments were determined wholly by lot.

Upon each plot was built a house, identical in size with all the other houses in regular blocks.<sup>1</sup> The depth of the northern section

invariably opened on a court which occupied the center of the 60' X 60' plot. This court was surrounded on the other three sides by columned porches, by rooms with doorways opening on the court, or by blank walls, as suited each individual cleruch. Likewise the size and shape, and pavement and decoration, of this court vary with the owner's whim. There is some variation also in the main entrances; corner houses might have doorways either on the avenue or on the cross-street; other houses were entered from the cross-street, but those in the north half of the block were entered through the main section, while those in the south half were entered through a room or passage leading to the court.

In spite of such individual differences as the fixed elements of the plan permitted, we

have here a democratic—some would doubtless call it communistic—order of urban life, in which all families, regardless of rank or station, are assigned equivalent shares of community space. It is at once obvious that unless this equal distribution had been foreseen and prescribed at the moment of the initial survey, the construction of jerry-built houses of random size and plan according to individual preference or means would have rendered it impractical ever to establish this order at any future time; the plan must therefore date from 432 B.C. This is the city revealed in four campaigns of excavations by David M. Robinson of The Johns Hopkins University.

The Greeks considered that the architect Hippodamus of Miletus, born about 480 B.C., was the first effective theorist of city-planning. He appears dimly on the fringe of Pericles' artistic coterie, and may have drawn up projects for Athens. We are told that he laid out the port city of the Peiraeus, the Athenian colony of Thurii in Italy (443 B.C.), and Rhodes (408 B.C., at which time Hippodamus would have been more than seventy years old). Aristotle says that he introduced straight, wide streets, and provided for the proper grouping of residences and for the harmonious orientation of the whole community about the agora, while Rhodes is described as laid out around its harbor like the seats of a theater, i.e., fan-wise; but these brief mentions lack detail, and no ancient writer has bothered systematically to record the principles laid down by Hippodamus.

Accordingly, it has been fashionable to suppose that, to explain his fame, it must have been Hippodamus who created the so-called checkerboard plan, conspicuously characterized by streets crossing at right angles and by rectangular blocks of uniform size; and this plan, which became the standard in Alexander's time and is well known at Hellenistic sites, you will often see referred to as the "Hippodamian" plan.

Since Thurii has not been found and Rhodes has not been dug, the only chance of testing Hippodamus' connection with the

checkerboard plan has been the excavation of the Peiraeus, which indeed shows an area in which the streets cross at right angles and the blocks are rectangular; but it has not been convincingly demonstrated that this area belongs to the fifth century.

Now the evidence is augmented by a perfected checkerboard plan associated with Athenian emigrants and attributed beyond reasonable cavil to 432 B.C., the height of Pericles' influence and a period when, if Hippodamus himself was not practising at Athens, the city engineers must have been graduates of Hippodamus' atelier, men personally trained in the master's doctrines. It is possible to believe, and I do believe, that we have in Olynthus a complete, concrete expression of Hippodamus' theories of city-planning, a monument of ancient achievement fit to rank with the Parthenon and with the Pheidian Athena—and, for the ultimate well-being of mankind, fundamentally far more significant than either. If Dr. Robinson had discovered nothing else, this result would have justified the immense expenditure of time, scholarship, labor, and money which has gone into his four seasons at the site.

Early in 1928 Dr. Robinson arrived in Athens and the word presently went around that he was planning an excavation in Macedonia.

In those days it was taken for granted that any right-minded archaeologist would dig for Mnesiclean temples, Pheidian sculpture, and Polygnotan murals, and only at sites which offered fair promise of such truly classical finds. The West-Meritt reconstruction of the Tribute Lists had made epigraphy—Periclean epigraphy, that is—respectable, but Corinth, with all its provincial complex of Greco-Roman splendor, was alternately abused for its paucity of fifth-century material and glorified for an occasional discovery which met the critical test. The Wace-Blegen explorations at such bronze-age sites as Mycenae could be rationalized because there was always the prospect of some link with Atreus or Homer, or at least another Vaphio Cup, but Blegen's work at Zygouries and Korakou served only to bewilder most

classical archaeologists. Was not the archaeologist the servant of the historian of art, and were not plans for the greatest of all digs, Dr. Shear's Agora Excavations, coming to a head?

Consequently, in Athens in 1928, the knowing ones deduced that some grapevine had reached Dr. Robinson with tidings of unprecedented benefits to issue from Olynthus. The expedition was formed and sent on its way, and Athens sat back to await the first reports.

The news which presently came through was, and has continued to be, baffling. Dr. Robinson was finding no sculpture, no agora, no acropolis, no temples or bouleuteria, no majestic fortification wall, no rich cemetery, no "monuments" in the traditional sense at all. Instead, he was finding and carefully excavating block after block of streets and mud-brick private houses, destroyed in most instances to within a few inches of the ancient ground level, a few column and anta capitals and other architectural scraps, thousands upon thousands of coins, lamps, vase fragments, loomweights, figurines, small bronzes, altars, bathtubs, millstones, kitchen utensils, and similar domestic impedimenta left behind in the Olynthians' last flight, a few building inscriptions, the finest classical Greek mosaics yet known, an interesting aqueduct and fountain-house, and several other public buildings of no great consequence; and instead of abandoning this artistic and architectural backwater and transferring his acumen to a site more worthy of it, Dr. Robinson was perversely content to stay with it and to recover from it a complete corpus of excavational material from which to reconstruct a pre-Hellenistic Greek city and every recoverable detail of its domestic life.

Furthermore, there remains the historical fact of Olynthus' capture and thorough destruction by Philip in 348 B.C., providing a terminus ante quem for all the classical finds (Olynthus also contains a neolithic settlement and a Byzantine church) within its ruins. This was so distasteful to certain of Dr. Robinson's contemporaries—dozens of the figurine types and other finds had previ-

ously been assigned, on the speculative criteria of style, to the post-Alexandrian period—that they erupted in scornful disapproval of his attributions, some saying that the site could not be Olynthus at all, and others that the city could not have been seriously damaged by Philip, but must have gone right on being inhabited. These objections, now long exposed to the glaring light of the material evidence, have evaporated and Dr. Robinson's extravagant claims for his site stand, with unimportant exceptions, established as amazing fact.

As I write these lines I have before me the latest<sup>2</sup> in the long series of Olynthus volumes by Dr. Robinson and his colleagues. In it you will find meticulously-detailed descriptions of the ten houses of Block A viii and their contents, four houses in Block A iv, eight houses in Block B vi, other houses and villas in other areas, the fountain house and aqueduct, a small stoa which may reasonably have served as an assembly hall, a few traces of other public buildings, and a twelfth-century Byzantine church; a long excursus on the mosaics, accompanied by three magnificent colored plates made by Jaffé and intended for *Olynthus VIII* but completed too late for inclusion therein; an excursus on the Oecus Unit (a three-room complex: living-room or oecus, kitchen, and bathroom, found in 29 houses), by George E. Mylonas of Washington University; 157 "testimonia selecta ad domum Graecam pertinentia"; a useful reference list of some 230 Greek words connected with the house (I would have included *τοιχωρύχος* "one who digs through a wall, wall digger," i.e., a burglar, which testifies eloquently to the mean substance of the usual Greek house wall); 23 pages of bibliographies (reviews of *Olynthus II* and *VIII*, Greek domestic architecture, and ancient mosaics); and 272 plates from photographs and drawings, including Plates 271 and 272, the latest sketch plan and survey of the excavations and the site. You will not find in it a systematic description of the city plan, which is why I have sought to burden you with the résumé above; to get the whole story

# THE STATE OF THE THESAURUS

## A Report from Munich

ED. NOTE.—During the war, when British and American bombers were making nightly forays over the great cities of southern Germany, a question that immediately arose in scholarly circles in the classical field was, "Will anything happen to the Thesaurus?"

The headquarters of this great work, a listing in every context, for reference purposes, of every word in the Latin language, was in Munich; and by the end of the war it was known that Munich was pretty well destroyed. Word soon came, however, following the entry of American forces, that the stupendous numbers of reference slips,

which were the basis of the work, had been removed to a spot out in the country, and were quite safe.

Like other comparable research projects, the Thesaurus was absolutely neutral; while in German hands, it had no national affiliations; and as a matter of international interest, the problem now is to bring the work to completion. Arrangements were made with the occupation authorities for the German workers to resume their task, but at the meeting of the American Philological Association in Rochester last December it was revealed

PLEASE TURN THE PAGE

you must read, along with *Olynthus XII*, *Olynthus II* and *VIII* and also all the other volumes of the series, including three more still to come. *Olynthus* is too big to fit comfortably into anything smaller than an encyclopaedia.

I make no attempt to dissemble my admiration for the excavations of *Olynthus*<sup>3</sup> and for the vision and tenacity of the man who saw them through; it is thanks to Dr. Robinson that we have real knowledge of domestic and community life in early-fourth-century Greece. There is only one excavation of modern times comparable with *Olynthus*: that of Dura-Europos, where similarly in the face of the bluntest disapproval from almost every source of counsel or support, and to the chagrin of historians of art, M. I. Rostovtzeff badgered Yale University into consummating ten full seasons of work which revealed on a corresponding scale a small Greco-Arab city on the Euphrates and the daily life of its artless citizens. Unless classical scholars hurry up and take the initiative in telling the social story of ancient times, our colleagues in the Sociology departments are going to do it for us; we at least have Drs. Rostovtzeff and Robinson to show us how.

J. J.

### NOTES

<sup>1</sup> Such odd spaces as the intervals between the irregular contour of the hill and the straight avenues were also marked out for private residences. These, though differing from the houses in rectangular blocks primarily in orientation but also to some extent in size and shape and consequently in plan, nevertheless adhere closely to the standard pattern. Those houses whose rears stood at the crest of the slope had especially thick and sturdy rear walls (all walls are of mud brick); these were apparently, at *Olynthus* as elsewhere, the only fortification the city had.

Title to the original allotments could be transferred; several inscriptions record such sales, at prices ranging from 900 to 5,300 drachmas. In several instances it appears that adjacent houses came under one ownership and were thrown into one by the simple process of cutting openings in the party walls. In other instances a part of the ground floor of a house was partitioned off from the rest, and provided with a separate entrance from the street; these were shops, presumably sold or rented to outside parties.

<sup>2</sup> David M. Robinson, *Excavations at Olynthus. Part XII, Domestic and Public Architecture (with Excursus I on pebble mosaics with colored plates, Excursus II on the Oecus Unit by George E. Mylonas, Testimonia, List of Greek Words, etc.)*. xxx, 519 pages, 12 figures in text, frontispiece, 3 plates in full color, 272 plates. The Johns Hopkins Press, Baltimore 1946 (The Johns Hopkins University Studies in Archaeology, no. 36) \$30.00.

<sup>3</sup> More along these lines in my review of *Olynthus VIII* in *CW* 32 (1938-39) 284-285.

that while facilities for the work were available, the food rations were so scanty that the workers were unable to do very much because of their debilitated condition. Those interested in the project were urged to send "CARE" packages to them through Professor Howard Comfort of Haverford College, Secretary-Treasurer of the American Philological Association.

We are grateful to Dr. Eugene Tavenner for letting us quote from a personal letter he has received from Dr. Georg Dittmann, former editor-in-chief of the Thesaurus. Dr. Dittmann makes grateful acknowledgment of the CARE packages received from the United States, and speaks of the need for food rather than clothes. He then writes (as translated):

"Now, however, I may tell you about the Thesaurus: the main facts you of course know from my letter of December 4, 1946—that it came safely through this dreadful war without damage. Since April 11 it has had a new director, a young Swiss, Dr. Heinz Haffter, who had already worked with us before the war and had carried volume VI (H) to completion. The editing of individual volumes remains as before, E under the direction of Frl. Dr. Ida Kapp (the latest part of this volume—v, 2—to appear is Fasc. x: *exhorresco-expavesco*, 1942), I under the direction of Dr. J. B. Hofmann (the latest of this volume—VII, 1—to appear is Fasc. VIII: *induviae*, 1939), M under the direction of Professor Rubenbauer (the latest of this volume—VIII—to appear is Fasc. IV: *matri-monium-membrum*, 1939). Much manuscript material for these volumes is on hand, since it was possible to carry on the work also in Scheyern (the place outside of Munich to which the materials were removed for safety. Ed.). Unfortunately, there is no possibility of printing! For the B. G. Teubner Press in Leipzig and its printing establishment were completely destroyed. Unfortunately, also, the plates of the parts of the Thesaurus which have appeared earlier, as well as the other works of the press including the entire Bibliotheca Teubneriana, were completely burned. (Since it seems unlikely that these printing

materials will ever be replaced wholly, or even in part, the consequence is that one of the world's two major sources for authoritative texts of classical authors has been cut off. Ed.)

"One of the first tasks of the new Director-General, Dr. Haffter, will be to make printing facilities available at which it will be possible to resume publication. To find the means for further work will be the task of a joint international project of the learned societies of all the civilized nations interested in the Thesaurus, which have already indicated, through the despatching of Dr. Haffter (by U.S.A., England, Sweden, and Switzerland), that the completion of the work lies close to their hearts.

"A further task is the discovery and appointment of a group of young co-workers, since in Germany, for about ten years, young people have no longer had time to occupy themselves with classical languages to the extent that they might engage in work on the Thesaurus.

"So, let us hope that the work that has luckily been preserved through the course of the war will also, with good fortune, overcome these difficulties under its young director. And to all who wish to help in this, hearty thanks are due. . . ."

P.S. Just before this issue went to press, we received a communication from Professor H. J. Wolff of the University of Oklahoma City, who quotes from a letter he has had from Dr. Heinz Haffter, Redactor-General of the Thesaurus. Dr. Wolff asks us to pass Dr. Haffter's message along to our readers (as translated):

"The material [for the Thesaurus] is so arranged that we can answer enquiries without difficulty. I should be grateful to you if you could make this fact more widely known for the benefit of interested persons. Our library, the only classical library in Munich that has escaped completely without damage, lacks the foreign publications of the war years and the years following the war. So long as the conditions of international exchange do not permit payment—and these conditions will certainly persist for some time—we are dependent upon the generosity of our friends, and we shall be grateful for even the smallest reprints. . . ."

(The present address of the Thesaurus is: Kloster Scheyern bei Pfaffenhofen a.d. Ilm, Obb./ Germany-Bavaria/ U.S. Zone.)

# LANX SATURA

Quidquid agunt homines,  
votum timor ira voluptas  
gaudia discursus, nostri  
farrago libelli est.

## The New Latin Program

WE PRESENT in this issue a review of accomplishment, and a prospectus for future action, by members of the Committee on Educational Policies of the Classical Association of the Middle West and South. With the cooperation of other organizations in the classical field, it now appears likely that the project will go forward on a national scale.

The proposals of the Committee are soundly progressive, in that they recognize changing conditions; they are also conservative in the Tennysonian sense that the true conservative is he who "lops the molder'd branch away" (instead of chopping the whole tree down right now). It is noteworthy that the Committee insists that no changes are finally to be recommended unless based on thorough research and testing extended through a period of years. The future of classical studies in America depends upon such positive and thoughtful planning. We require honest self-examination, a rigorous appraisal of our function in the contemporary social and cultural setting.

There is no disposition on the part of the Committee to make Latin easier; in fact, the program of study eventually to be evolved may be "harder" (although the student may not be aware of it), in the sense that the amount of actual learning and applicable knowledge should be greater. John Dewey, so often regarded as the arch-enemy of the Classics, has fed into the stream of contemporary educational thought the concept that learning must be "functional," that knowledge must become part of the individual's sum of experience, which in turn makes the individual what he is. While we may disagree with some of the extreme applications of this concept, we have no cause to reject it as a principle. Indeed, we can do no other than to accept it.

We have in view the creation of a program of study which, through procedure and content, will contribute to the individual's experience and growth towards complete citizenship and complete participation in the rich and varied culture of modern America. Our culture, it should always be remembered, is not a static organization; it continues out of the past into the future. In this continuum, the "present" toward which so many educational programs direct their attention, has no real existence; it is merely a hypostatization, a convenient figure of speech inherited from a grammatical concept of time and falsely and dangerously carried over into a wider area of application. There is no "present" in education, other than the given instant at which we happen to be teaching.

We in the classical field believe that we have a unique opportunity to deal with the educational continuum: with the past of our culture and the future of our students. We must make the most of the present.

## The Wages of Syntax

WHILE THE Committee on Educational Policies presents cogent reasons for the adoption of Vergil as the author whom students will first encounter in reading Latin, we feel that Caesar has scarcely been given fair treatment in the past. Materials are now in existence, if not generally available, for the construction of a course in Caesar on the high-school, college, or graduate level, rich in social, historical, and linguistic implications. There is no need today, if there ever was, for Caesar to be merely a parade-ground for grammatical manoeuvres.

In fact, C. Iulius Caesar has been the victim of a conspiracy which, while not deliberate, has been just as fatal as that other which had issue on the Ides of March. To this strange conspiracy is added the stranger

fact that the Department of Classics, viewed collectively, has generously been assisting in its own demise.

Back in the 1880's and 1890's, the positivistic or "scientific" method was introduced into the study of the Classics. The new method was enthusiastically imparted by scholars fresh with missionary zeal from German universities. Positivism (outside of the natural sciences, where it originated) had made its first great advances in comparative linguistics; and fresh from triumphs in this field, scholarship turned its attention to the forms and structure of the individual languages. Thus grammar and syntax became the dominant specialization in the great graduate seminars at the turn of the century. In the positivistic tradition it was felt that nothing was needed but a technical mastery of materials and methods, and familiarity with the results of earlier research. Every field, and every field within a field of study, was self-sufficient and an end in itself. So overpowering was the prestige of the new scholarship (which had, in fact, helped to bring visions of a bright new world in the nineteenth century) that in a remarkably short time its influence had percolated down from the seminar through the college class to the secondary level. Thus the study of Latin became primarily a study of grammar.

At the same time the attitudes of positivism were added to its methods. These attitudes included a scornful view of anyone who was not "scholarly," i.e., not an expert in the particular field of study to which the critic might be devoted; a grim insistence upon meticulous retention of details; and a cultivated ignorance of any means, techniques, objectives, or conclusions outside of the narrowly-defined limits of specialization (an attitude which is still acrimoniously maintained by the "antimentalist" branch of linguists). What was not understood at the turn of the century and what still confuses our concept of the graduate school, is the fallacy of the self-sufficiency of technical knowledge in any field. Positivism relates only to the method of collecting valid data. As such, it is extremely valuable. But it is

not, as once believed, the instrument for arriving at ultimate truth; we say this today perhaps, because our concept of truth has advanced (or become less certain?). At any rate, positivistic scholarship is out of place on the college and secondary level: it is not an instrument of instruction. And one can scarcely imagine anything better calculated to repel the general public, especially in its adolescent stages, than the attitudes of positivistic scholarship.

We are now, let us hope, approaching the end of grammatical and philological positivism in general education; in the meantime, the teaching of Caesar as a grammatical exercise has contributed to the demise of both Caesar and the Classics.

### *Caesar Discredited*

A SECOND FACTOR in this strange conspiracy has been the credit system followed in college education. Under this dispensation, a student may not receive credit for two courses with the same name anywhere in his high-school or college program. Thus, as students come up from high school, it is impossible to give them Caesar again (assuming that they could be cudgelled into submission to such punishment) because they have *had* Caesar. Similarly, in graduate school: few specialists have been interested in Caesar or in carrying on research in that general area.

Here, then, is an amazing fact: for two generations now, high-school teachers have begun their teaching careers with less knowledge of what they were going to teach than when they left high school—having forgotten most of what they knew in the interval between leaving Caesar class and returning to it as teachers. And at the same time, leaders in the classical field (with a few notable exceptions) have been led by their indoctrination in the attitudes of philological scholarship to view the problems of secondary instruction with condescension at the best, and in general to dismiss them because they are not "scholarly" enough. It is on this foundation that the teaching of the Classics has rested for fifty years or more.

*Et nos, Brute!*

# NOTES

Contributions to this department in the form of brief objective notes should be sent direct to the editor, Oscar E. Nybakken, State University of Iowa, 111 Schaeffer Hall, Iowa City, Iowa.

## DRAMATIC EFFECT IN SOPHOCLES' ANTIGONE 1232

PROFESSOR JOHNSON in his note<sup>1</sup> on *πρύσας προσώπῳ* objects to the literal interpretation supported by Jebb and others and favors the figurative. There is little doubt that the literal interpretation has the best grammatical authority behind it<sup>2</sup> and the final decision as to which rendering is correct must, it seems, rest on the vexed question of "dramatic effect." In commenting on this Johnson says:

How can Jebb fairly argue that the figurative meaning of *πρύσας προσώπῳ* does more injury than anything else to the dramatic effect, when he cannot establish successfully that it does any injury at all! This point can no more be maintained by Jebb than his assertion about the violence done the language by the figurative sense.

The reason why Jebb did not establish his point on the grounds of dramatic effect is probably that he did not think it necessary. A great deal of evidence can be adduced in this matter from the play as a whole, and such evidence must be critically examined if the correct interpretation is to be established beyond all doubt.

The stern violence of the actors in the drama is to be seen throughout. Antigone knows<sup>3</sup> that if she gives Polyneices burial, she will be stoned to death. When Creon warns the members of the Chorus not to aid those who disobey his commands, the leader intimates that death would be the punishment<sup>4</sup> and Creon agrees.<sup>5</sup> When Antigone is revealed as the culprit, Creon regards her action as direct defiance of his commands and in a spirit of *ἔβρις* charges her with that tragic fault.<sup>6</sup> He thus prepares to bring down *ἄτη* on them both.<sup>7</sup>

When Haemon comes to plead with his father, the Chorus announce his approach with a comment on his mood of bitterness and grief.<sup>8</sup> Their final word contains a fore-

boding note on the tragic excess of this grief.<sup>9</sup> In the scene which follows, Sophocles gives one of many striking examples of his irony in the speech in which Creon bids his son reject Antigone and send her off "to find a marriage in Hades."<sup>10</sup> This foreshadows Haemon's own doom, later described by the messenger, in which he is said to have "found his marriage in the halls of Hades,"<sup>11</sup> i.e. with the dead Antigone. The dramatist, as usual, draws a moral from his doom—that the greatest evil which can befall mankind is *ἄβουλῖα* (want of judgment)<sup>12</sup>—a Delphic utterance which as so often in Sophocles, can be applied in two ways, to Creon as well as to Haemon.

In the long dialogue with his father, Haemon gives a veiled warning<sup>13</sup> that Antigone's death may involve someone else. But Creon's *ἄβουλῖα*, another tragic flaw in his nature, makes him miss the hint. The most specific threat of all, however, is found in Haemon's parting words—the last line he speaks in the whole play:

... thou shalt in no wise gaze upon this face of mine again, seeing it in thine eyes.<sup>14</sup>

As he departs the Chorus say:

My lord, the young man has gone, swift in his wrath: the spirit of one so young, when it is pained, is fierce.<sup>15</sup>

The word *βῆρις*, placed in the emphatic position at the end of the speech, contains implications of a great weight of grief and of grim and fierce resolve.<sup>16</sup> In their subsequent strophe on Eros, the Chorus conclude with the words: "he that hath thee is possessed of wrath."<sup>17</sup>

As the drama moves on to its conclusion the promises and reports of violence continue. Teiresias foretells the death of Creon's son.<sup>18</sup> The messenger reports the death of Haemon

by his own hand<sup>19</sup> and once more brings in a reference to Haemon's *wrath*<sup>20</sup> at his father for the death of his beloved Antigone.

We now come to the passage containing the disputed phrase. The messenger describes the scene in vivid detail. Creon had sent his followers to explore the cell and they had found Antigone hanging by the neck and Haemon embracing her dead body "bemoaning the loss of his bride who is with the dead, and his father's deeds and his own ill-fated love." Then Haemon hears his father's voice and realizes that the cause of all his grief is close at hand. The effect on the young man is described by Sophocles in brief and vivid phrases. He is mad with rage; in fact his eyes are described as those of a wild beast.<sup>21</sup> In a fit of blazing anger he momentarily blinds his father by spitting in his face, then tries to kill him. But his own furious anger and his father's hurried flight foil his attempt and, instead of pursuing his father, he carries out his prime intention of suicide, turning his sword against himself and dying with his arms about the body of Antigone. Thus Sophocles has Haemon fulfil the vow he had made that his father's eyes should never gaze on him again alive, and at the same time express his supreme contempt and hatred for his sire in a manner more familiar among Mediterranean races than among those of north-western Europe.<sup>22</sup> The poet's phrase expressing his utter silence here strengthens the action instead of, as Bayfield suggests, serving as an anticlimax. And so to Haemon we must ascribe an act of fury and scorn, to Sophocles a carefully chosen expression which links two crucial episodes in the play: Haemon's last words as he leaves his father (and the stage) and his last acts before his own suicide.

To many this explanation may seem fanciful in the extreme if not wholly offensive, but two major points must be borne in mind. The first is that Sophocles was the most careful of the ancient dramatists to knit his plots into a close fabric of lines in which tragic irony occurs again and again, and lines spoken early in a play are recalled in later scenes to form the climax of the drama. The significant

lines are seldom idly spoken. So it is here. Haemon's parting vow to his father prompts his own vicious action in the last moment of his life. Sophocles was never one to leave loose ends in his dramas.

The other point to be borne in mind is one which seems to have escaped Johnson's notice. He says: "For him to spit in his father's face would . . . simply arouse disgust in the spectators." But it must not be overlooked that this did not take place on the stage; it was simply reported by the messenger. It was placed in its context to add to the pity and horror of the final meeting between father and son just before the latter's death. It is an act of violence like the attempt of Haemon on his father's life and his own suicide or the subsequent suicide of Eurydice. Such things Sophocles carefully bars from his stage.

Again Johnson speaks of Sophocles as "an artist and as a dramatist whose effects are regularly brought about by subtle and delicate touches." But he did not hesitate to show on the stage the dead bodies of Haemon and Eurydice in the *Antigone*, the slaughtered animals in the *Ajax*, the dead body of Clytemnestra in the *Electra*, and Oedipus with blood dripping from his ravished eyes in the *Oedipus Tyrannus*. Surely these are no subtle and delicate touches. The violence which he presents off stage and depicts only in the description of a messenger is too familiar to demand recounting here. Haemon's action is in perfect harmony with many similar instances elsewhere.

Jebb's rendering of this disputed passage may not be palatable to an audience of today, but taken in the light of the play as a whole and in the light of the rest of Sophocles' work, it fits the mood of the description of the last scene between Haemon and his father better than the mere "abhorrence of countenance" which Professor Johnson supports.

WALTER H. JOHNS

University of Alberta  
Edmonton

#### NOTES

<sup>1</sup> THE CLASSICAL JOURNAL 41 (1945-46) 371-374.

# Trends and Events

—A department sponsored by the Committee on Educational Policies of the Classical Association of the Middle West and South.

## The Wisconsin Program of Integrated Liberal Studies

THE GENERAL dissatisfaction with the more or less free elective system in colleges and universities throughout the country has caused the installation of a number of new curricula. Some of these curricula are so well established that, as in the case of Columbia University, they are merely reported on as to their effectiveness and not discussed as something new. It is becoming more and more apparent that a higher education which assures a common denominator of English composition only cannot graduate students who have a common basis of knowledge of themselves and the world. Hence the core curricula in integrated liberal studies, in the humanities, in the great books, or in whatever emphasis or form they may be offered. Since practically all of these new programs include required courses in the ancient humanities it is expedient for all teachers of Greek and Latin to know as much as possible about them.

The program of integrated liberal studies at the University of Wisconsin is to be started the fall semester of 1948. It is Curriculum B

and, as such, is offered as an alternate to the more traditional Curriculum A. Curriculum B will enroll only three hundred students the first year and three hundred the second year, limiting the program to six hundred students for the two-year period which it represents. Students are not to be selected by any sort of culling but are expected to be of average spread of quality. Enough time for free electives is allowed so that the ordinary requirements for the liberal arts degree may be met. The only rigid requirement for enrollment in Curriculum B is that, as in the old Academy, students without mathematics need not apply.

The place of the Classics in the Wisconsin program is that one full semester is set aside in the Humanities section for a course in Classical Culture. This might be almost anything, but at Wisconsin it is specifically a comparison of Greek culture (550 B.C.—350 B.C.) and Roman culture (50 B.C.—50 A.D.), emphasizing a few literary classics, with some attention to art. A course in Greek and Roman culture, again, might be taught by almost anyone, and sometimes is. But at Wisconsin it will be taught by the staff of the Department of Classics, and the Classics were represented by Walter R. Agard on the committee which drew up the program.

The program of integrated liberal studies at Wisconsin insists that "College education should provide something approaching a

PLEASE TURN THE PAGE

<sup>2</sup> See Jebb *ad loc.* and Tyrrell's notes quoted by Johnson.

<sup>3</sup> Vv. 35-36.

<sup>4</sup> V. 220.

<sup>5</sup> V. 221.

<sup>6</sup> Vv. 480-482.

<sup>7</sup> See Jebb's note on v. 622.

<sup>8</sup> Vv. 626-630.

<sup>9</sup> ὑπεραλγών

<sup>10</sup> Vv. 653-654. πτόσας is, of course, used figuratively here.

<sup>11</sup> Vv. 1240-1241.

<sup>12</sup> Vv. 1242-1243.

<sup>13</sup> V. 751.

<sup>14</sup> Vv. 763-764.

<sup>15</sup> Vv. 766-767.

<sup>16</sup> Cf. Horace, *Carm.* 1.37.29: *deliberata morte ferocior.*

<sup>17</sup> V. 790: ὁ δ' ἔχων μέμνηεν. Here, too, it was οὐλομένη, as was the more famous wrath of Achilles.

<sup>18</sup> Vv. 1066-1067.

<sup>19</sup> Vv. 1175-1177.

<sup>20</sup> πατρὶ μνηστῆρας φόνου.

<sup>21</sup> V. 1231.

<sup>22</sup> Certainly spitting on a person was not a common feature of Greek literature or life, but there are familiar instances in St. Matthew 26.67 and 27.30, as well as a passage in Plutarch's *Moralia* (189A). The comment of the victim in the latter instance shows how he regarded such an act: οὐ παύσει τις, εἴπε, τοῦτον ἀσχημονοῦντα; The use of the dative with a compound verb may be illustrated by Aristotle, *Fr.* 271, quoted in Athenaeus 9.394b, where, speaking of pigeons hatching their eggs, he says: Καὶ γενομένων τῶν γεσσῶν ὁ ἀρρην ἐμπτύει αὐτοῖς, ὥς μὴ βασκανθῶσι. Numerous other examples might also be cited.

common core of courses of the kind that teach how to understand the present in terms of the past." If that common core does not include the Classics as they were in the pre-Elliott days it does give them a definite and assured position which they have not enjoyed in the hit-and-miss curricula of modern liberal arts education.

### *The Trend Toward Comparative Literature*

A MOVEMENT corollary to the integrated study patterns is noticeable in the field of comparative literature. The aims of comparative literature are to further the study of the interrelations of cultures and to make the pursuit of knowledge a truly cooperative enterprise. Interest in the establishment of Departments of Comparative Literature has been stimulated by the introduction of just such curricula as the Wisconsin curriculum described above. New course offerings in comparative literature have just been announced by Indiana University and the University of Virginia. Harvard has established a full offering of courses in comparative literature from undergraduate majors to candidates for the Master's and Doctor's degrees. It is true that comparative literature may be heavily weighted toward the modern European fields. But notice these requirements for the Harvard advanced degrees: for the Master's degree, among other requirements a reading knowledge of Latin or Greek; for the Doctor's degree, a knowledge (not, apparently, just a reading knowledge) of Latin or Greek. We can assume that these requirements must be met by enrolment in undergraduate courses in Greek or Latin.

### *The Later John Dewey*

THE NAME of John Dewey is not one, per-

haps, to suggest pleasant connotations to the classicist. Yet Dewey makes rather frequent allusion to classical authors and classical thought in his writings. A collection of his more recent essays<sup>1</sup> contains, moreover, some remarks and attitudes which, to this reviewer at least, are little short of surprising. For example, Mr. Dewey is critical of the Hutchins-Great Books program not because of any lack of value in the program itself but because it would cut off vocational training for liberating contacts. Dewey emphasizes, by italics, his conviction that the function of the liberal arts college in a democratic society is to see to it that the socially necessary technical subjects acquire a humane direction. The classics, meaning classic literature in general, should not be isolated from society. That happens to be the aim, precisely, of the Great Books program, so it would appear that there is some confusion, somewhere, as to the fundamental aims of the humanities.

The most significant statement by Mr. Dewey is one concerning the place of social studies. He says,<sup>2</sup> "I believe . . . that in the end emphasis upon social studies as a separate line of study may only add to the confusion and dispersion that now exist! Not because they are not important, but precisely because they are so important that they should give direction and organization to all branches of study." The admission, from this source, that confusion and dispersion do exist and the emphasis on social studies will aggravate a chaotic condition may come as a surprise but, at the same time, somewhat as a consolation.

H. C. M.

### NOTES

<sup>1</sup> *Problems of Man*, Philosophical Library, New York 1946.

<sup>2</sup> *Ibid.*, 183.

IN OUR DECEMBER NUMBER—

## "ELEUSIS AND THE ELEUSINIAN MYSTERIES"

By George E. Mylonas

# We See By the Papers . . . .

*Ed. Note.*—From time to time, interested readers send us clippings from local papers or call our attention to material related to the Classics in magazines or papers of national standing. The press of routine editorial duties has made it impossible, in most cases, to adapt these items for publication or otherwise pass them on to our readers. We hope, however, that in the future we will be able to process such material; and if our readers will make a point of sending in all items of interest that come to their attention, we shall attempt to maintain a special department for them. We therefore urge all our readers to appoint themselves special clipping bureaus for this department, and to forward material to us suitably marked with the name of the periodical and date of issue.

●

*Ed. Note:* The following moralizing comments on the ruins of Pompeii appeared in Robert C. Ruark's syndicated column for August 27, 1947. You will recall that Mr. Ruark's criticisms of Army administration in Italy gained wide publicity.

POMPEII—I have been stumbling around ruins and peering at the ancient stiffs in catacombs lately, in pursuit of culture. It is a very depressing business.

After you gander at the dusty debris long enough, you come up with the thought that mankind always winds up in disaster, and that we haven't progressed an inch since old Vesuvius coughed and buried the sinful citizens of Pompeii. We merely have contrived to complicate the process of extinction.

What I mean is, every time you get the plumbing to working good and the taxes paid up and a couple of bucks in the bank, along comes something like a volcano or an atom bomb to entomb the constituents in hot ashes. Two thousand years later the guide halts the rubbernecks and says: "Regard,

what's left of the house of Lucretius Pronto," or "Regard, gentlemen, the remains of the Temple of Jupiter."

## WE'VE NOTHING THEY DIDN'T HAVE

They have begun to dig up new sections of Pompeii again. All they seem to unearth is another covey of wineshops and a villa where somebody high up in the political grab kept his cutie—outside the city and after the hours when the God-fearing folk had to be penned inside the walls.

I would say that we have nothing now that they didn't have then. Pompeii had more ginmills than Third Avenue, N. Y., and more houses of unsavory repute than pre-war Paris.

Every temple had a convenient saloon around the corner. The biggest business in town was the hot bath, where the roisterers came to sweat off a rough night with the wine vats. The plumbing then was somewhat better than is enjoyed by the upper-classes of modern England, and the old boys knew things about air-conditioning that we still haven't licked.

The rich kids had it all, as usual, while the poor folks slept in the alleys, because of the housing shortage. A couple of bloated bachelors named Vettii owned the showplace of the town. They had a room full of racy etchings to show their lady friends, and they seemed to have been of the neo-Tommy Manville persuasion.

The young man of Pompeii divided his time between the prize fights, the hot baths and the nightclub sector. Freedom of worship was assured, because you could pray to anything from Zeus to a billygoat. The women all turned up in the Temples to show off their fancy new sandals and upswept hairdos. The politicians were always chewing over something in the Forum, and getting no place, because it got so hot they adjourned the meeting to Mame's place. The top citizens of the town were bankers, politicians and generals.

And then, one day in 79 A.D., Vesuvius cleared its throat and spat, and all them as weren't fried in the ashes got polished off by

deadly poison gas—blighted at the peak of their cultural, political and scientific achievement.

#### HOW LONG BEFORE OUR OWN POMPEII?

Which, in my morose mood, makes me wonder how long it will be before some garlic smelling guide halts his brood of school teachers in the shambles of half-excavated New York to say as follows:

"Over there ya see the ruins of the Waldorf-Astoria, where the ee-lite of the world useta hole up when they come to town. Now, just ahead ya see a hunka marble—all that's left of the gents' room in Rockefeller Center. Translated, the writin' on the walls says 'Kilroy was here.' The Kilroys was a very prominent family, which traveled everywhere.

"Them people was very advanced in science and art. Their iceboxes was almost as good as the Romans. They had jet-propelled chariots and they harnessed the lightning to their blankets to keep 'em warm. There's the remains of their biggest temple. Called the Stork Club. See the petrified rope? Only the best people could git by it.

"Last, ladies, you see the ruins of the biggest Forum. It was called The House of the United Nations, and it was unfinished at the time of the disaster."

Vale, Citizens of Pompeii. Move over in eternity for the most enlightened peoples in the history of the world.

—Copyright. Reprinted by courtesy of the St. Louis *Globe-Democrat*.

We note that the SATURDAY EVENING POST's issue of September 20 features an article on the treasures of Sutton Hoo (which we still consider as improbable as any English place-name we have heard) entitled, "He Plowed Up \$1,000,000." While THE CLASSICAL JOURNAL does not ordinarily compete with other periodicals in the news-gathering field, in this instance we are justified in shouting "Scoop!" since our readers found out about Sutton Hoo in February, 1947, in an article entitled "Treasure Trove in Britain."

In Freling Foster's column in COLLIER's for October 4, the public is informed that although the atomic theory is generally supposed to have originated in 1803 with John Dalton, it was taught way back in the days of ancient Greece in several schools. Oddly enough, Foster's column is entitled "Keeping Up With the World."

We are indebted to Alex Mylonas for sending us the following story from the New YORK TIMES of July 27. It seems that a Mr. Woollard, a member of the London County Council, complained that reports of the Council contained an increasing proportion of "Latin and other foreign expressions." When taxed with this, the chairman, J. R. Oldfield, replied (with a straight face):

"I am not aware of any such increasing tendency, but I will be pleased to examine the matter de novo. That reports should be readily intelligible is a sine qua non. It should not be assumed, however, that every Latin phrase is ipso facto unintelligible. Many such phrases are in common use and have indeed become the lingua franca of local government. They can be used *pari passu* with the English equivalent."

But Mr. Woollard was not to be outdone. He inquired with equal gravity:

"In order to clarify the matter, will you, inter alia, form an ad hoc sub-committee, or would this be *ultra vires*?"

The *London Daily Express*, which carried the original account, appended a translation of the Latin phrases for the benefit of its readers.

*Milton, thou shouldst be living at this hour!*

Our Lanx Satura last month enlarged at some length on Ernest Dimnet's opinion, expressed in 1930, that as a nation America was reverting to adolescence. Since then we have been reminded of Philip (*Generation of Vipers*) Wylie's denunciation of American immaturity in the Sunday supplements; also his

# THE TEACHER'S SCRAPBOOK

A department for the discussion of classroom theory and practise, and the exchange of practical teaching ideas, conducted under the direction of the Committee of Educational Policy of the Classical Association of the Middle West and South. Teachers are urged to forward items of general interest based on their own experience to the Editorial Representative of the Committee, Mrs. Ruth F. Joedicke, Mary Institute, Clayton 5, Missouri.

## A LIST OF LATIN COLLATERAL READINGS

Ed. Note.—We have asked Mrs. Darden Ford, of Homer, Louisiana, to prepare us a list of collateral readings used in her school for Latin. Mrs. Ford will be remembered for her helpful article on promoting student interest in our November issue last year (42.109). Some of these books are out of print, but may be procurable from local libraries or from friends. Prices listed are the cost to the Homer High School library, dates given are sometimes copyright dates and sometimes dates of publication.

- ANDERSON, PAUL L., *Swords in the North*, New York, Appleton (1935). Pp. 270, illus., \$2.00.
- ANDERSON, PAUL L., *With the Eagles*, New York, Appleton (1929). Pp. 279, illus., \$1.85.
- BEST, ALENA CHAMPLIN, *The Winged Girl of Knossus*, New York, Appleton (1933). Pp. 253, illus., \$2.00.
- CHURCH, ALFRED JOHN, *Aeneid for Boys and Girls*, New York, Macmillan (1942). Pp. 300, illus., \$1.24.
- CHURCH, ALFRED JOHN, *The Odyssey for Boys and Girls*, New York, Macmillan (1925), Pp. 308, illus., \$1.52.
- CHURCH, ALFRED JOHN, *Roman Life in the Days of Cicero*, New York, Dodd (1883). Pp. 292, \$1.66.
- CHURCH, ALFRED JOHN, *Stories of the Old World*, Boston, Ginn (1916). Pp. 437, illus., \$1.75.
- CRAWFORD, FRANCIS MARION, *The Roman Singer*, New York, Macmillan (1926). Pp. 354. \$1.66.

### HINT OF THE MONTH

WE BELIEVE that we can offer no better hint this month than to refer to a new book on Caesar by an experienced army officer who has written a narrative account of the Gallic campaigns that will appeal to young readers and provide valuable collateral material. This book is reviewed on Page 109 of this issue.

- DAVIS, WILLIAM STEARNS, *A Friend of Caesar*, New York, Macmillan (1930). Pp. 501, \$2.23.
- DONAUER, FRIEDRICH, *Swords Against Carthage*, New York, Longmans (1932). Pp. 323, illus., \$1.30.
- DOUGLAS, LLOYD C., *The Robe*, Boston, Houghton (1942). Pp. 695, \$2.75.
- FAIRBANKS, ARTHUR, *Mythology of Greece and Rome*, New York, Appleton (1907). Pp., 408, 75¢.
- FROUDE, JAMES A., *Julius Caesar*, Perkins. Pp. 450, 50¢.
- GUERBER, HELEN ADELINE, *Story of the Romans*, New York, American (1924). Pp. 288, illus., 98¢.
- HALL, JENNIE, *Buried Cities*, New York, Macmillan (1922). Pp. 199, \$2.00.
- HARDING, SAMUEL B., *A City of Seven Hills*, New York, Scott (1902). Pp. 268, \$1.12.
- JOHNSON, HAROLD WHETSTONE, *Private Life of the Romans*, Chicago, Scott (1932). Pp. 404, illus., \$2.31.
- KINGSLEY, CHARLES, *Heroes*, New York, Dutton, Pp. 115, illus., \$2.00.

- LAMPREY, LOUISE, *Long Ago in Gaul*, Boston, Little (1927). Pp. 320, front., \$1.01.
- LYTTON, EDWARD BULWER, *Last Days of Pompeii*, New York, Scribner (1926). Pp. 425, illus., \$2.50.
- MITCHISON, NAOMI, *The Conquered*, New York, Harcourt (1923). Pp. 315, \$1.85.
- POWERS, ALFRED, *Hannibal's Elephants*, New York, Longmans (1944). Pp. 277, illus., \$2.25.
- READE, CHARLES, *Cloister and the Hearth*, New York, Dodd (1928). Pp. 707, \$1.90.
- SHOWERMAN, GRANT, *Rome and the Romans*, New York, Macmillan (1932). Pp. 643, illus., \$1.92.
- SIENKIEWICZ, HENRYK, *Quo Vadis*, Boston, Little, Brown (1943). Pp. 422, illus., \$3.00.
- SNEDECKER, CAROLINE D., *The Forgotten Daughter*, Garden City, Doubleday (1933). Pp. 314, \$2.00.
- SNEDECKER, CAROLINE D., *The Perilous Seat*, Garden City, Doubleday (1923). Pp. 314, \$2.00.
- SNEDECKER, CAROLINE D., *The Spartan*, Garden City, Doubleday (1912). Pp. 466, \$2.00.
- STRATTON, CLARENCE, *Swords and Statues*, New York, Junior Literary Guild (1937). Pp. 254, illus., \$1.20.
- WALLACE, LEWIS, *Ben Hur*, New York, Harper (1880). Pp. 366, illus., \$2.50.
- WELLS, R. F., *On Land and Sea with Caesar*, Boston, Lothrop (1926). Pp. 326, illus., \$1.48.
- WELLS, R. F., *With Caesar's Legions*, Boston, Lothrop (1923). Pp. 336, illus., \$1.48.
- WHITE, EDWARD L., *Andivius Hedulio*, New York, Dutton (1921). Pp. 292, \$2.50.
- WHITE, EDWARD L., *The Unwilling Vestal*, New York, Dutton (1918). Pp. 317, \$2.23.
- WHITEHEAD, ALBERT C., *The Standard Bearer*, New York, American (1915). Pp. 305, 98¢.

---

—Liber Animalium

PELECANUS MISER

**A**VIS PELECANUS turpis dicitur esse et stultus. Iam antiquitus in Bibliis Sacris (Ps., 102.6) eius mentio cum contemptu fit. Mos est nunc viatorum qui hiemis vitandae causa Floridam petunt chartas postales quibus avis miser ludificetur ad amicos remittere. Cuius festivitatis rationes sunt variae. Ambulans pelecus ridicule vacillat neque sine strepitu maximo se tollit in auras. Dum in litore tacitus stat tamquam meditationi totus deditus despectare nasum suum videtur quia rostrum longissimum est ac deorsum dirigitur. Cuius rostri pars inferior sacco praeditus est qui tam facile distendi potest ut avi receptaculo piscium sit. Capacior quidem ventre esse dicitur, qua re audita nonnulli risu concutiuntur. Unus est ex iis iocis qui numquam senescunt.

Est quoque quidam accipiter qui impetu terribili de caelo in faciem pelecus delabi soleat, quo perterritus avis miser hiato magno rostrum aperit. Itaque ex ore ipso piscis

eripitur. Cur autem avis culpatur? Si bucca hominis perterriti sua sponte aperitur, cur non pelecus rostrum?

Re vera pelecus summa virtute moribusque pristinis est. Totam per vitam uxorem fovet tamquam nuper nuptam. Cotidie strepitu magno amorem declarat. E piscatu reversus uxori mendacia lepida non murmurat sed ubi fuerit, quid egerit, quibuscum tempus consumpserit crepitu maximo vociferatur neque domina credere recusat. Nidum quoque ascendit ut ea quietem petat. Labor piscandi communis omnium est. Acie longa curvaque in mari instructa lente natant ad litus multitudinem piscicorum ante se propellentes. Tandem cum in vada pervenerunt facile in saccos praedam magnam reponunt quae pullulis caris cibum dulcem praebeat. Tam ingeniosi sunt aves nostri quos homines inepti pro stupidis habent.

ANON.

## Education News

## "ONE WORLD" AND FOREIGN LANGUAGES

Cornell College Classical Conference, March 14-15, 1947

CORNELL COLLEGE presented its fourth Classical Conference at Mount Vernon, Iowa, on March 14 and 15 with Professor Mark E. Hutchinson as director. The attendance included representatives from Iowa, Illinois, Minnesota, Wisconsin, Missouri, Nebraska, Michigan and California. A new feature of the Conference this year was a round-table on the subject *Foreign Languages in American Life* with Dr. Walter V. Kaulfers as the speaker. This round table attracted many modern language teachers and it is planned to have a modern language section this coming year. Dr. Kaulfers lectured again Friday evening on the topic "Recreating Life Through Literature and Language" and Professor Bruno Meinecke of the University of Michigan gave an illustrated lecture and demonstration on the violin and piano on the subject "Music among the Greeks and Romans."

One of the most interesting features of the Conference was an illustrated talk by Sister Mary Donald of Mundelein College on "Roman Styles Today." She illustrated her talk by draping several Cornell students and Professor William Korfmacher with some very gorgeous costumes and vestments.

The general theme of the Conference was *One World and Foreign Languages* with the panel Saturday afternoon entirely devoted to a discussion of that subject. The educators and administrators present agreed with the teachers of foreign languages and other subjects that a real knowledge of foreign languages was important in this contracting world. However, there was some disagreement as to which language or languages should be taught and how they should be taught. As usual, the educators and administrators criticized the teachers and the teachers blamed the administrators and educators for the lack of interest in foreign

languages. It was agreed that the two important contributions to general education which foreign languages can and should make are (1) linguistic and (2) cultural. It was thought that languages could make much greater contributions in both these areas if more definite procedures were worked out and non-essentials omitted. There was some discussion of the educational philosophy hostile to the humanities and the study of foreign languages, and it seemed to most of those taking part in the discussion that this opposition could largely be surmounted provided that the teachers were prepared and were also alive to what was going on in the present world.

Professor Gertrude Smith's account of the effort at the University of Chicago to work out a synthesis by several departments of a student's knowledge in order that he might understand better some important social or cultural trend or problem was very suggestive. The eloquent plea of Professor Paul L. MacKendrick of the University of Wisconsin for the value of the study of the Greek and Latin classics in translation struck a responsive chord in this reviewer's heart. As he pointed out, the vast majority of our students are not interested in classical "Wissenschaft," and there should be no quarrel between classics in the original and classics in translation. A suggestion made by Professor Clyde Murley of Northwestern University for the presentation of one case in all of the declensions at the same time rather than learning each declension separately was well received, as was his suggestion that the vocabulary should be presented with etymologically related forms.

Perhaps the most stimulating talk of the whole conference was not given by a professional classicist (as might be expected) but by a clergyman, Rev. William P. Barnds,

St. Matthew's Church, Lincoln, Nebraska. In his paper entitled "A Strategy for the Classics" Mr. Barnds pleaded for more devotion to and interest in his subject on the part of the teacher of the Classics. He described a reading circle in Latin and Greek which he had started at Lincoln and which was open to any one interested. Many Latin teachers did not avail themselves of this opportunity, but preferred to keep in the old treadmill. It was Rev. Barnds' thesis that a Latin teacher who really believed in his subject

and kept reading the Classics would by his very enthusiasm and contagious example arouse an interest in the study of the classical languages and culture.

All in all, this Conference was "forward looking" and, while there was no blind optimism as to the future of the humanities in American education, there was engendered among those present a renewed determination to make their teaching more vital and to do their bit toward making this "one world" an actual cultural unity.

## INTENSIVE METHODS IN LATIN AND GREEK AT TRINITY COLLEGE

INTENSIVE METHODS adapted from wartime language teaching experience will be used for all students beginning study of classical languages this fall at Trinity College, Hartford, Connecticut, it has been announced by President G. Keith Funston.

The improved techniques for teaching Greek and Latin in six contact hours a week rather than the traditional three were developed during a three-year trial period. Designed to adjust college teaching to the decline in study of classical languages in secondary schools, the new methods permit students to complete basic grammar studies in one term and begin cultural readings in Greek or Latin during the second half of the freshman year.

According to President Funston, "Trinity's teaching adjustment is based on 124 years of strong classical tradition, belief that classical culture is still a significant force in contemporary civilization, and conviction that the discipline of classical language study is still important in shaping the character of reasoning men."

Consequently, while increasing contact hours, Trinity retains the exact discipline of the older methods of teaching.

Under the Trinity plan the student completes the normal first year course in one term; then begins study of classical literature in the second term avoiding the great vacuum which results from the long summer vacation.

The Trinity Classics Department reports that the intensive method promotes faster development of linguistic reflexes while thorough mastery of forms and syntax permits increased enjoyment of the classical authors.

In Greek the new Trinity course substitutes Plato for Xenophon in order to speed up student reading in questions and problems which have contemporary meaning and significance.

After the first year of intensive study, students return to the normal three hour plan.

Benefits of the speeded up first year have been proved in the past three years by a remarkably high rate of continuation into advanced studies. Thirteen of the 18 men who began Greek last year are continuing while almost half of the students who began Greek three years ago are now registered in senior courses. Latin was taught on an intensive basis last year for the first time to nine veterans. Trinity veterans have established New England's highest ratio of students studying classical languages.

"By maintaining a fruitful exploration of modern techniques," President Funston added, "Trinity believes that the vitality of the world's heritage from the civilization of Greece and Rome can be transmitted to the veterans who must preserve the peace for tomorrow."

# BOOK REVIEWS

## CAESAR (U.S.A.)

---

BRADY, S. G. (Lt. Col., U.S.A., Rtd.), *Caesar's Gallic Campaigns*: Harrisburg (Pa.), Military Service Publishing Company (1947). Pp. xxv + 230. \$2.50.

WE WERE DELIGHTED to find, as we read Colonel Brady's book, that his account of Caesar's campaigns is almost as uninhibited as his private correspondence. This reviewer has had the privilege of exchanging letters with the Colonel for a number of years, and we can inform the reader that the author of this new book on Caesar is a learned professional soldier given to strong expressions of opinion, reared in an Army environment but destined in his youth for the Episcopal priesthood (presumably because of a marked proficiency in Latin with a corresponding deficiency in mathematics). However, he enlisted in the Army in 1910, and served through World War I with the 5th Field Artillery. In 1941, much to his disgust, he was placed on the retired list for physical disability at the behest of the Surgeon-General, and now lives in Asheville, N. C. He is by way of being an authority on the Roman army (and other armies). We have tried to lure him into writing something for *THE CLASSICAL JOURNAL*, but unfortunately for us, his enthusiasm for the Classics is matched by his shyness at the prospect of being found in the company of professional scholars. (This frightening of the learned amateur into practical extinction, incidentally, is not an accomplishment of which organized scholarship can be proud.)

Fortunately, however, Colonel Brady's commentary on Caesar's *Commentaries* has appeared in print, in a form ostensibly designed for the enlightenment of other soldiers, but equally well suited for the information of the civilian, adolescent or otherwise. The work is basically a running account of Caesar's operations, similar to Rice Holmes' *Caesar's Conquest of Gaul* in this respect,

but it has the advantage of having been written by a keen student of military science who can recreate on a larger canvas the scenes so tersely sketched by Caesar. It is precisely in this respect that the modern reader misses much of the substance of Caesar, for his narrative takes for granted a certain amount of military imagination and experience without which the work loses most of its dramatic impact and purpose.

Colonel Brady's ability to give a soldier's interpretation of a soldier's story removes the consciously antiquarian and sometimes quaint flavor that creeps into most scholarly interpretations of Caesar's writings. He has the added advantage of being able to write the American language with considerable fluency, which signally enhances the value of the book for younger readers. At the end of the book there is an appendix which translates a great many technical Roman army terms into their American equivalents, and explains them. Roman ranks, weapons, and military procedures are discussed and described. The teaching of Caesar in the past has been much hampered by the lack of such material in the American idiom. As it is, the reader immediately forgets the specialized (and usually meaningless) vocabulary translations common in high-school Latin; he may or may not pause briefly to recall that "patrols" and "reconnaissance groups" will be *exploratores*. We are told why Caesar did this or that; standard military practises are noted, like as not with reference to cavalry reconnaissance in the Indian Wars or the Civil War. And we read easily of "lieutenant-generals" and of the 9th and 10th, the 7th and 12th, without once thinking of *legatus*, -i, m. (2nd decl.) or of *legio*, -onis, f. (3rd decl.).

But for all his technical knowledge, Colonel Brady could not have written so stirring a story without a considerable gift for drama, the ability to recreate scenes that

go beyond translation-Latin into life and action. Following a fast-moving description of the battle with the Nervii, Colonel Brady concludes:

"So ended in victory a soldiers' battle. A battle that had almost been lost, the most desperate battle of the whole Gallic war. But it was Caesar's battle, too. And his army must have had heavy losses and must have been utterly and completely exhausted. This all happened so long ago that it is easy enough to write glibly of exhausted men. Let the reader look at recent photographs of gaunt, dull-eyed, bearded, and helmeted men from the South Pacific and read the caption, 'Battle Fatigue.' So must Caesar's legionaries have looked long ago on that summer day in France in the small village of Neuf-Mesnil. Nor were there any transfusions, sulfa drugs, or opiates to give relief to the wounded men, lying on the ground and writhing in agony." (P. 43)

Side remarks and parenthetical comments add much to the interest of the narrative. Speaking of Publius Sextius Baculus, senior centurion, who was put out of action in the battle with the Nervii, Colonel Brady remarks:

"A very interesting figure, Baculus, and a very brave man as were most all the Roman *primi ordines* or senior centurions. It is pleasant to know that he recovered and distinguished himself again in later battles. It is to be noted, too, how Caesar often pauses in his narrative to cite the distinguished conduct of an individual. All centurions carried as a badge or emblem of office a *virgis*, a rod, stick, or cane with which they were authorized to inflict summary punishment upon recalcitrant soldiers. *Baculus* is another word meaning the same thing, and as the third or last names of Roman soldiers were generally nicknames which later were adopted as real names, this one may have been applied by the soldiers who thought that he used the *baculus* too freely. Tacitus tells of one centurion, Lucilius, who broke so many rods over the backs of soldiers that he was nicknamed 'Cedo Alteram' or 'Get-me-another!' In this day Publius Sextius Baculus,

were he a first sergeant, would be called—not to his face however—Publius 'Sticks' Sextius, or Sergeant 'Cane'!"

The more advanced student of military science will find, in addition, occasional interesting observations on strategy and tactics. On page 40, for example, Colonel Brady suggests that Epaminondas has been given over-much credit for introducing the oblique order of battle with one flank refused, later used with such success by Alexander. Colonel Brady believes "that what Epaminondas mainly did was to adhere to the principle of mass and put practically all the wallop he had on one flank, instead of dissipating it along the whole line."

While we believe that the advanced student, whose proficiency in Latin is sufficient to enable him to appreciate the concise rapidity of Caesar's *ipsa verba*, will read Colonel Brady's work with interest and profit, it is on behalf of the high-school teacher and student that we chiefly welcome this book. We believe that every teacher ought to read it, and it will doubtless be found that the students themselves (certainly the boys) who have it assigned for preparatory collateral reading will go beyond the sections allotted.

A work such as this, which should become a standard auxiliary in the teaching of Caesar, does not require microscopic scrutiny for errors other than those which may make a lasting impression on the uninformed reader. Thus, in the second edition of this work, the name "Caius," which does not exist, should certainly be replaced by "Gaius." While in a critical mood, one might add that the end maps, drawn by the author himself, have the rather common fault of being over-detailed, although it must be admitted that a more extensive use of maps would have made the modest price of the book impossible.

N. J. D.

IN DECEMBER—

## EDUCATION IN THE HOMERIC AGE

By Dwight E. Burrage

## THE PENGUIN ODYSSEY

RIEU, E. V. (translator), *Homer: The Odyssey*. New York, Penguin Books, Inc. (1946). Pp. 311. 25¢.

IT IS SURPRISING and pleasant to find in the drugstore among the latest twenty-five cent mystery stories a new translation of Homer's *Odyssey*. Our surprise and pleasure are increased as we read this book and discover that it is a very good piece of work indeed. Rieu states in his Introduction, "It has been my aim to present the modern reader with a rendering of the *Odyssey* which he may understand with ease and read with appreciation." In this aim he has, I think, succeeded to a remarkable degree, and I suspect that many for whom the *Odyssey* would otherwise be a closed book will find this translation highly interesting and readable.

Rieu also tells us that he has tried to keep Homer's manner as well as his matter, "...I have sought, in so far as English prose usage allowed it, not only to give what he says but to give it in his own way." In this aim he has not only, I think, failed, but has actually used a great deal of ingenuity to avoid success, and I fancy that not many will be convinced by his own defense of his procedure (xiv-xvii). There are many characteristics of Homer which no one can ever hope to reproduce in English prose. But one most important element in his manner which can with no difficulty whatever be reproduced in English prose is his habit of regularly saying the same thing in the same way. Rieu struggles so to avoid doing this that at times he almost reminds one of a modern American sports writer fighting to escape the stylistic horror of using the word "football" more than once in an account of a football game. For example, in the *Odyssey* Homer twenty times marks the coming of a new day with the line which Murray in his Loeb translation renders (apart from varying initial conjunctions), "As soon as early dawn appeared, the rosy-fingered." In Rieu the twenty instances of this line are translated in eighteen different ways ranging in length and adornment from "So at the first peep of day" to "When the

fresh Dawn came and with her crimson streamers lit the sky." In dealing with this and other Homeric formulas Rieu often repeats short phrases within his version, but very seldom translates the whole formula in the same way twice. At times one almost feels that he has practically created a new formulary system of his own, and the ingenuity he shows in using it might almost tempt a new Parry. There is perhaps a justification for abandoning more or less completely Homer's frequently repeated speech formulas, though here also few will find in the original all the variety of meanings which Rieu has in his English. "Winged words," for instance (as Rieu tries to justify in his Introduction), becomes almost anything but its literal self.

### *Un-Homeric Mixture of Tones*

SIMILAR to the handling of formulary phrases is Rieu's treatment of individual words, which will sometimes be translated very simply, sometimes in a very "literary" way, and sometimes given a highly colloquial turn. The "suitors," for example, also appear as "this gang," "this mob," "a mob of hangers-on," or "lovers." Within some sixty lines in Book Two the same verb is translated "keeps us kicking our heels" and "they are thwarting." The verb which is usually rendered "go" or "come" now and then becomes "blow in." The regular word for "son" can become "brat" if the son is a scoundrel. Not only does Rieu have these different words and tones for the same Homeric words in different passages, but he also juxtaposes in his translation the highly colloquial and the very literary. So far as we can judge, this has no counterpart in the original, and it is usually incongruous in itself. (This, of course, is not Rieu's peculiarity. It appears to some degree in all the recent attempts to put Homer into plain, modern English prose.) On page 72, for instance, it is rather odd to have two consecutive sentences in Antinous' speech end respectively with "blab" and "disperse." So, too, Rieu often in the speeches tries in the modern manner to change his style to

suit the character who is speaking. In general, by his struggle for variety where Homer was content with uniformity Rieu produces differences of tone and a kind of vivacity which may well help to keep his version attractive to the average modern reader, but which are not present in the original and cannot be said to reproduce Homer's manner.

When Rieu works so hard (and often with impressive success) to put so many Homeric phrases into the simplest and plainest English prose, a number of words and phrases stand out as too artificial for their surroundings. For example, "pine in solitary grief," "requite," "inkling of the dark fate that is stalking," "in evil plight." Then, too, in his striving after prose Rieu sometimes becomes definitely prosy and gives us a kind of jargon: "turned a deaf ear to his dishonourable schemes," "gave vent to his disappointment," "August and imperial Agamemnon, I remember well all that your majesty has referred to, and will give you a full and honest account of the events that culminated in our tragic death." Rieu is much given to metaphorical expressions which are not in the original: "clip his wings," "the sight . . . added fresh fuel to his anger," "Well, friend, are you in better odour with the young lords, or do they still turn up their noses at you here?" This liberal use of metaphor is, of course, characteristic of our language and doubtless helps to give Rieu's version a natural flavor.

In dealing with Homer's ornamental epithets Rieu's methods are various: occasionally he translates them more or less literally, now and then he omits them altogether, frequently he renders them with a relative clause, and (with most dubious justification) he repeatedly tries to give them some particularizing meaning. This procedure at times leads him into amusing error. For instance, we read on page 61, "Menelaus slept in his room at the back of the high buildings and the lady Helen lay in her long robe at his side," and similarly on 87, "Nausicaa in her lovely gown awoke." There is no reason to imagine that Helen or Nausicaa slept in long robes or lovely gowns or anything else. Unconsciously, I am sure, Rieu has here fol-

lowed in the footsteps of Gladstone and introduced into the Homeric world a bit of Victorian propriety.

### *Good Bronze for Homer's Gold*

AFTER devoting such an unfairly large amount of space to these matters, I must, to avoid misunderstanding, conclude by saying again that while Rieu does seem to me to have failed in his announced aim of reproducing the manner of Homer, his translation is in many ways most admirable. It is a fine performance not only as a whole and as a work intended for the general public, but also in many of those details which can have a peculiar appeal for us pedagogues. It shows, for instance, a frequent and very often successful attempt to reproduce the effect of Homer's omnipresent particles, which are so hard to translate and so often ignored; and there is often apparent a correct appreciation of the force of the aorist and an enviable skill in representing this in idiomatic English. I am informed by the publishers that they plan to keep the book in print so that it may be available for use as a textbook.

To illustrate the high level of Rieu's achievement I quote two short, dissimilar passages: first, from the description of Telemachus' departure for Pylus at the end of Book Two:

"When all was made snug in the swift black ship, they got out mixing-bowls, filled them to the brim with wine and poured libations to the immortal gods that have been since time began, and above all to the Daughter of Zeus, the Lady of the gleaming eyes. And all night long and into the dawn the ship ploughed her way through the sea."

Then the opening of the twenty-third book:

"Chuckling as she went, the old woman bustled upstairs to tell her mistress that her beloved husband was in the house. Her legs could hardly carry her fast enough, and her feet twinkled in their haste. As she reached the head of the bedstead, she cried: 'Wake up, Penelope, dear child, and see a sight you've longed for all these many days. Odysseus has come home, and high time

too! And he's killed the rogues who turned his whole house inside out, ate up his wealth, and bullied his son.' "

If one would really travel in Homer's realms of gold one must still, I am afraid, read Homer in his own language, but for the Greek-

less reader Rieu has provided a substitute which is of good solid bronze. His promised translation of the *Iliad* is something to look forward to.

FREDERICK M. COMBELLACK

University of Oregon

## GREEK STUDIES

CLARKE, M. L., *Greek Studies in England 1700-1830*: Cambridge, at the University Press; New York, The Macmillan Company (1945). Pp. 255. \$4.50.

THIS EXCELLENT book, written by a former fellow of King's College, Cambridge, contains a wealth of information about the rôle of Greek in eighteenth and early nineteenth-century English life. Almost every conceivable phase of the subject is touched upon, with special attention being paid to the place of Greek in the educational system, the output of productive scholarship, and the influence exerted by the Greeks on English literature and architecture. The writer has used as source material not only the scholarly works treated in his book, but also a great variety of collections of letters, archives, biographies, books on educational topics, and other works of a general nature. Out of these miscellaneous sources he has presented a splendidly organized account of his subject which, in addition to being valuable for purposes of reference, also makes extremely interesting reading.

Clarke's picture of the rôle of Greek in the English educational system of the eighteenth century is in marked contrast with the situation in current American education. Then the curriculum of the English schools was given over completely to the Classics. Latin, to be sure, was stressed more than Greek. But, even so, the attention devoted to the latter was generous indeed as compared with present standards. The quantity of Greek read in the schools was not great, but thoroughness was insisted on. Much effort was expended on "composition," which, in those days, meant the production of original poems and essays in Greek. The textbooks in

use were far from perfect. Most of the Greek grammars, incidentally, were written in Latin. The material contained in them was sometimes erroneous, and was usually badly arranged. The teachers in the schools, however, were in most cases well-trained men, and in some instances they were outstanding scholars. In the course of the century complaints against the system were heard from various quarters. But, on the whole, in spite of its faults, this program did produce graduates who were imbued with a thorough knowledge of the Greek and Latin languages.

In the universities of the same period the situation was quite different. The Classics had a place in the curriculum, to be sure, but the chief emphasis was placed on the study of logic and ethics. In quality of teaching the universities were distinctly inferior to the schools, so far as the Classics were concerned. Most of the instructional tasks were handled by the college tutors. Some of these, of course, were well qualified, and performed their duties conscientiously. This, however, was not always the case. Henry VIII had established professorships in Greek at both Oxford and Cambridge, but the stipend (£40) was not large enough to attract the best men. The professors who accepted these posts often confined their lecturing activity to one inaugural lecture. It seems to have been taken for granted that the professor should regard his position as a sinecure. Some of the professors devoted their time to productive scholarship, but many of them engaged in activities that had little or no connection with academic pursuits. A few of them were somewhat deficient in their knowledge of Greek. Clarke emphasizes the point by quoting Lord Chesterfield as asking his sixteen-

year-old son (p. 29): "What do you think of being Greek professor at one of our Universities? It is a very pretty sinecure, and requires very little knowledge (much less than, I hope, you have already) of that language." In spite of this lack of attention to formal teaching, or perhaps, as Clarke suggests, because of it, many students continued to take a healthy interest in the Classics. Much of the credit for this must be ascribed to the existence of a number of prizes and scholarships made available by private benefactions.

### Profitable Scholarship

WORK IN THE CLASSICS in eighteenth-century England often was financially quite profitable. The stress laid on classical languages in the schools created a reading-public eager to buy new editions and translations of the ancient literary masterpieces. The writer points out, for instance, that Elizabeth Carter made £1,000 from her translation of Epictetus and that Porson is said to have been offered £3,000 for an edition of Aristophanes. Handsome sums were even paid for reviews of learned works.

Many of the important contributions to scholarship were made by persons who were not professional scholars. Members of the clergy were especially active, since publication of a serious study in the field of the Classics often paved the way for promotion to a high post in the Anglican church. In some instances literary men were active in classical scholarship, particularly in the production of translations. Several important studies were published by members of the medical profession who devoted their spare time to the interpretation of the Classics. Lawyers, on the other hand, seldom took any interest in this sort of activity.

The fields of investigation particularly stressed in this period were metrics and textual criticism. Great effort was devoted to determining the meaning of texts, but relatively little attention was paid to the civilization and way of life reflected in those texts. Poetry was much more popular than prose. The Attic tragedies were among the works most consistently studied and written about.

Old Comedy, on the other hand, was not especially popular, chiefly because many regarded the plays of Aristophanes as immoral. As a result of the influence exerted by Pope's Homer, the *Iliad* and *Odyssey* enjoyed enormous popularity. The author shows, incidentally, that many of the articles and books written about Homer in this period anticipated certain phases of the Homeric question some time before the appearance of Wolf's *Prolegomena*. Although the Greek orators received a fair amount of attention, the historians and philosophers were rather badly neglected, as were also the fields of Greek history and Greek philosophy. There was a growing interest in archaeology, and archaeological expeditions were frequently sent to Greece. The archaeological interest manifested in those days, however, was not an interest in determining facts about the past by scientific investigation; it was rather an interest in collecting the works of art which had survived from antiquity.

### Porson's Career

IN HIS DISCUSSION of the careers of individual classical scholars Clarke allots the greatest amount of space to Richard Porson (1759-1808), who is generally regarded as England's greatest classical scholar, next to Bentley. (Bentley himself is not discussed in detail for the reason that his work has been dealt with adequately in books by Monk and Jebb.) Although the shortness of Porson's life, coupled with the fact that he was inactive during his last years, made his scholarly career a very brief one, even so he managed to produce a surprisingly large number of valuable studies. Most of his work was done while he was serving as a fellow in Trinity College, Cambridge—a post to which he was elected in 1782. After holding his fellowship for ten years, Porson was forced to surrender it because he was unwilling to take holy orders. Thereupon his friends did a thing which was quite characteristic of the period: they collected a fund for him which was sufficient to provide him an annual income of £100. At about the same time he was also elected to the professorship of Greek at Cam-

bridge. The loss of his fellowship, however, seems to have demoralized him. Thereafter he spent most of his time in London, where he began drinking rather heavily, to the serious detriment of his scholarly work. During his last two years he served as Librarian of the London Institution. In spite of a personality which was offensive to some and a bad reputation for drinking, Porson was able to win the genuine esteem and affection of many of the outstanding men of his day because of his intellectual honesty, sincerity, and devotion to the truth.

Porson's chief field of interest was Attic drama, particularly the plays of Euripides. In the course of his brief career he brought out editions of a large number of the tragedies, along with numerous studies on various other subjects. After his death scholars found his notebooks crammed with valuable unpublished material, much of it dealing with Athenaeus. In summing up his account of Porson, Clarke concludes (p. 74) that: "His special strength lay in his insight in metrical matters, his skill in emendation, and his appreciation of the niceties of Attic diction."

Other scholars whose work is discussed in some detail include: Jeremiah Markland, Richard Dawes, John Taylor, Jonathan Toup, Thomas Tyrwhitt, Samuel Musgrave, Samuel Parr, Charles Burney, Gilbert Wakefield, Thomas Burgess, James Henry Monk, Charles James Blomfield, Peter Paul Dobree, Thomas Kidd, Samuel Butler, Abraham John Valpy, George Burges, Edmund Henry Barker, Thomas Falconer, Peter Elmsley, Thomas Gaisford, and various others.

In his discussion of archaeology the writer

devotes a considerable amount of space to Lord Elgin's famous expedition to Greece. He presents the facts of the case objectively without taking sides in the long-extended debate over the question of whether the Elgin marbles should have been left in Greece or brought to England. Without attempting to justify Elgin, he does point out in his defense that he made absolutely no personal profits from his venture. In 1811 Elgin offered to sell his art treasures to the government for about £60,000—the sum which it had cost him to collect them. As a consequence of the public's slowness in recognizing the worth of the Elgin marbles, however, the Prime Minister, Spencer Perceval, would not recommend that Parliament pay more than £30,000. This offer Elgin refused to accept. Later Parliament increased its offer to £35,000, and Elgin finally sold his collection for this sum.

Clarke includes in his book some interesting observations on the influence exerted by the Classics on English literature. He demonstrates vividly to what an extent such poets as Gray, Byron, Shelley, and Keats were brought under the spell of the Greek masterpieces. He shows, too, that Pope had a much deeper appreciation of Homer than is generally recognized.

The book concludes with a list of the Greek scholars who flourished in England between 1700 and 1830, with biographical notes, and a list of the translations from Greek authors published in England in the same period.

CHAUNCEY E. FINCH

St. Louis University

## HOMERIC GREEK II

SCHODER, RAYMOND V., and HARRIGAN, VINCENT C., *A Reading Course in Homeric Greek*, Second Year Book: Chicago, Loyola University Press. Pp. xi + 306.

THIS TEXT, which completes the authors' new course in Homeric Greek, is intended for either the second year of the high school program or the second semester of the college program. The lessons, numbered 121-230 in

continuation from the First Year Book, pursue the readings of Odysseus' adventures begun the previous year and follow the hero up to his return to Ithaca. The 900 and odd lines from the *Odyssey* are supplemented by 300 lines from the *Iliad*, centering around Hector, his farewell to Andromache, his slaying and maltreatment, the recovery of his body from Achilles, and his burial in Troy.

The hundred and ten lessons are divided into ten units of ten lessons, each unit being terminated by a review lesson. Each lesson contains four constant parts, to which any of three variable parts may be added. The constant parts are high frequency vocabulary for memorization, lines of Homer with low frequency vocabulary beneath, grammatical notes, and literary comment. The variable parts are discussions of new details of grammar and syntax, English derivative word studies, and illustrations.

A special feature of the second year course is the printing of the students' daily exercises separately from the text. For each lesson except the review lessons the authors have prepared a homework exercise of twenty-five questions with answer blanks printed on a single sheet. The hundred exercise sheets are placed in a 6×9 envelope, which the student is expected to obtain as an integral part of the course. Flash-cards for the memory vocabulary are also supplied, as for the first book, but on cardboard of a different color. The text itself is provided with three appendices, the first containing a summary of grammar; the second, a review of the memory vocabulary of both books arranged by lessons; the third, an alphabetical list with index of the English derivatives studied in the second book. Finally, there is a Greek-English and an English-Greek word list containing all memory words in both years.

Viewed as a whole, *A Reading Course in Homeric Greek* has been admirably conceived and executed. Among the most admirable features should be mentioned first the strict application of the principle of frequent occurrence to the presentation of grammar and vocabulary. Upon completing the course the student will have memorized over 1,000 of the 1,823 words that occur ten times or more in all Homer. And the supremely important task of memorizing the vocabulary has been aided by the skillful introduction of English derivatives, valuable if only as mnemonic devices for the Greek.

Due attention has also been paid to a systematic attainment of the so-called "secondary

objectives" of Greek and Latin study. The brief but provocative essays on aspects of Greek civilization that appeared in the first book are continued in the review lessons of the second book. Many beautiful illustrations have been selected from such sources as Baumeister and the University Prints, while others were drawn specially by contributing artists. Even more conspicuous in the second book than in the first is the adaptation of the illustrations to the text: for example, the popularly labeled Death Mask of Agamemnon illustrates the lesson containing the conversation of Odysseus with Agamemnon in the lower world.

Finally, among the principal merits of the course must be mentioned numerous time-saving aids to teachers. These include tests for the first book, exercises for the second book, instructors' manuals for both books, and a special booklet of *Transition to Attic Greek* to guide those who will go on from Homer to the Attic authors.

Before the text passes from its present litho-printed form to a regular printed format, it could be improved by the addition of an index at least to the grammatical contents. At present there are only paragraph references (not altogether complete) accompanying the summary of grammar. Another useful addition would be a complete paradigm with English meanings of a typical Greek verb. The present chart of verb endings is useful, but not so easy for the memory as full forms.

Among minor errors to be eliminated are the derivation of "catalepsy" from *καταλείπω* (p. 38), the accent and definition of *ἄθλον* (p. 65), and a curious reference to national athletic meets "four times a year," where apparently the four great panhellenic festivals are in question (p. 64). Nor in a work of this kind does it seem altogether fortunate to admit the loose acceptance of "amphitheater" as the rising gallery of the Greek theater (pp. 7, 65). But these are mere oversights of a noble and successful effort in Greek pedagogy.

HAROLD B. JAFFER

College of St. Thomas  
St. Paul, Minnesota

## MICHIGAN PAPYRI

HUSSELMAN, ELINOR MULLETT, BOAK, ARTHUR E. R. and EDGERTON, WILLIAM F., *Papyri from Tebtunis*, Part II (Michigan Papyri, vol. v). Ann Arbor, The University of Michigan Press (1944). Pp. xx + 446 with 6 plates. \$5.00.

THIS VOLUME all but brings to completion the publication of the University of Michigan's collection of papyri from Tebtunis. Only a few pieces remain, the condition of which is so bad that adequate handling of them would have delayed indefinitely the publication of the more important documents. The task of editing is divided as follows: Dr. Husselman edits the Greek contracts of sale and other documents involving titles to real property as well as the numerous Greek subscriptions to contracts; Professor Boak edits the other Greek texts; and Professor Edgerton the demotic texts. Dr. Husselman is also responsible for much general editorial work on

all the Greek texts and for the preparation of the Indexes.

A twenty-one page introduction covers (1) The Grapheion at Tebtunis; (2) The Subscriptions (i.e., those attached to contracts of varying nature); (3) The Demotic Texts; (4) Grammar and Orthography; (5) Prosopography.

The texts include Petitions (Nos. 226-232); Public Oath (233); Taxation (234-236); Grapheon Records (237-242); Gilds (243-248); Sales and Cessions (249-309); Leases (310-316); Divisions of Property (317-327); Loans (328-336); Receipts and Related Documents (337-344); Miscellaneous Contracts (345-356).

The volume throughout, in both scholarship and appearance, maintains the high degree of excellence for which the Michigan Humanistic Series is known.

VERNE B. SCHUMAN

Indiana University

## INTERNATIONAL GREETINGS IN LATIN

THE FOLLOWING letter in Latin was sent by Professor Dorrance S. White, President of the Classical Association of the Middle West and South, to the French School of Classical Studies in Athens, accompanying the appointment of Dr. David M. Robinson as the association's representative at the school's one hundredth anniversary celebration. Apart from its intrinsic interest, we believe it will provide a stimulating bit of sight translation for a Latin class.—Ed.

C A M W S SCHOLAE GALlicAE  
R. C. SAL. D.

Societas Classica quae civitates triginta ex Civitatibus Americae Consociatis inter Montes Saxosos Allegheniosque patentes una cum non nullis provinciis Canadae continet Scholae Gallicae Rerum Classicarum Athenis locatae epistolam gratulatoriam ob diem anniversarium centesimum summo studio mittere

cupit. Quae Societas res gestas Scholae Gallicae R. C., praecipue Deli, Delphis, Malliae, per seculum iam completum summo gaudio atque satisfactione observavit.

Ego, praeses huius Societatis, legatum pro nostra Societate Doctorem David M. Robinson ad salutem vobis dicendam constitui. Qui legatus, ut per orbem terrarum notum est, peritissimus studiorum classicorum est, praecipue disciplinae rerum ex terra fossarum, et est omnino idoneus qui Scholae Gallicae salutem dicat. Hunc doctum virum, igitur, nostra Societas Americana in celebratione festiva Scholae Gallicae per dies ab ante diem iv Id. Sept. usque ad ante diem xv Kal. Oct. MCMXLVII agenda laete legavit. Salutatio nostrum omnium Doctorem Robinson comitatur.

DORRANCE STINCHFIELD WHITE, PRAESES  
C A M W S

Universitas Iouensis  
Urbs Iouensis, Ioua.

# Check List of Recent Books

Compiled by James A. Notopoulos and George A. Yanitelli, and including books received at the Editorial Office. This list covers publications which have appeared since the last "Check List" in the October and November 1946 issues of THE CLASSICAL JOURNAL. Henceforth "Check List of Recent Books" will be compiled by Lionel Casson and George A. Yanitelli of Washington Square College, New York University, and will appear each month, materials permitting.

## I. ANCIENT AUTHORS

- Apuleius.** AGNOLO FIRENZUOLA. *L'asino d'oro*. 267 pages. Colombo, Rome. 1943.
- Aristotle.** The Politics of Aristotle, translated with introduction, notes and appendices by SIR ERNEST BARKER. Oxford University Press, New York. 1946. \$5.00.
- Aristotle.** LANE COOPER. Aristotle on the Art of Poetry. xxix+100 pages. Cornell University Press, Ithaca. 1947. \$1.50.
- Aristotle.** The Poetics, translated with introduction by Preston H. Epps. xii+70 pages. University of North Carolina Press, Chapel Hill. 1942.
- Aristotle.** TOMMASO MIRABELLA. Il concetto di sovranità nella 'Politica' di Aristotele. 138 pages. Libreria Agate, Palermo. 1941.
- Aristotle.** ERENBERT J. SCHACHER. Studien zu den Ethiken des Corpus Aristotelicum. 2 vols. in 1. Schöningh, Paderborn. 1940.
- Aristotle.** W. J. VERDENIUS and J. H. WASZINK. Aristotle on Coming-to-be and Passing-away: some comments. 89 pages. Brill, Leiden. 1946. 4 guilders.
- Aristotle.** F. WEHRLE. Die Schule des Aristoteles. Texte und Kommentar. Heft I: Dikaiarchos. 80 pages. Heft II: Aristoxenos. 88 pages. Schwabe, Basel. 1944. 1945. 10 Swiss fr.
- Caesar.** S. G. BRADY. Caesar's Gallic Campaigns. A new version with introduction and notes. 230 pages. Military Service Publishing Co., Harrisburg. 1947. \$2.50.
- Cassiodorus.** An Introduction to Divine and Human Readings, tr. by LESLIE WEBBER JONES. 233 pages. Columbia University Press, New York. 1947. \$3.00.
- Cassiodorus.** J. J. VAN DEN BESSELAAR. Cassiodorus Senator en zyn Varia. De Hoveling de diplomatieke Oorkonden der Varia de Rhetor. xvi+230 pages. Dekker & Van de Veegt, Nijmegen. 1945.
- Celsus.** ROBERT K. A. BADER. Der 'Ἀληθὴς λόγος des Kelsos. 216 pages. Kohlhammer, Stuttgart. 1940.
- Cicero.** H. FRISCH. Cicero's Fight for the Republic. The Historical Background of Cicero's Philippics. 311 pages, 9 plates. Gyldenhal, Copenhagen. 1946. (Humanitas I) 25 kr.
- Cicero.** R. G. C. LEVENS. Cicero: Verrine V. xlv+206 pages. Methuen, London. 1946. 8s., with vocabulary 8s 6d.
- Curtius.** Quinte Curce, Histoires. Tome 1, tr. by H. BARDON. Société d'édition "Les Belles Lettres," Paris. 1947. 350 fr.
- Curtius.** History of Alexander, V. I, books 1-5, tr. by J. C. ROLFE. 464 pages. Harvard University Press, Cambridge. 1946. (Loeb Classical Library, no. 368.) \$2.50.
- Demosthenes.** Demosthène, plaidoyers politiques. Tome IV. Tr. by G. MATHIEU. Société d'édition "Les Belles Lettres," Paris. 1947. 275 fr.
- Dio Chrysostom.** V. 4, Discourses, tr. by H. LAMAR CROSBY. 477 pages. Harvard University Press, Cambridge. 1946. (Loeb Classical Library, no. 376) \$2.50.
- Diodorus Siculus.** V. 4, books 9-12, 40, tr. by C. H. OLDATHER. 473 pages. Harvard University Press, Cambridge. 1946. (Loeb Classical Library, no. 375.) \$2.50.
- Euripides.** GEORGE CAROUSIS. Poetopoeia, the Romance of Euripides. William-Frederick Press, New York. 1946.
- Gaius.** FRANCIS DE ZULUETA. The Institutes of Gaius. Part I. Text with critical notes and translation. 305 pages. Clarendon Press, Oxford. 1946. 20s.
- Homer.** J. M. KRAMER. De Ilias als Vredegedicht. 164 pages. Swets and Zeitlinger, Amsterdam. 1946.
- Horace.** ALFRED NOYES. HORACE: a portrait. 305 pages. Sheed & Ward, New York. 1947. \$3.50.
- Horace.** HENRY DWIGHT SEDGWICK. Horace: A Biography. ix+182 pages. Harvard University Press, Cambridge. 1947. \$3.00.
- Hyperides.** G. COLIN. Hypéride: Discours. 321 pages. Société d'édition "Les Belles Lettres," Paris. 1946. 300 fr.
- Justinian.** Vocabularium Institutionum Iustiniani Augusti instruxit RUDOLPHUS AMBROSINO. 312 pages. A. Giuffrè, Milan. 1942.
- Livy.** J. BAYET. Tite-Live: Histoire Romaine, Tome 4, Livre 4. viii+158 pages. Société d'édition "Les Belles Lettres," Paris. 1946. 125 fr.
- Livy.** WILHELM HOFFMAN. Livius und der zweite punische Krieg. 127 pages. Weidmann, Berlin. 1942. (Hermes, Zeitschrift für klassische Philologie. Einzelschriften, Heft 8.)
- Longus.** Daphnis et Chloë. 168 pages. Du Rocher, Paris. 1947. (Coll. Textes classiques ill. en couleur.) 100 fr.
- Lucretius.** T. Lucreti Cari de rerum natura libri sex. 311 pages. In aedibus 'Academia' apud O. E. T., Rome. 1944. (Bibliotheca scriptorum Graecorum et Romanorum 'Academia' I.)
- Ovid.** JOHANNES CORNELIS ARENS. De Godenschildering in Ovidius' Metamorphosen. xii+192 pages. Janssen, Nijmegen. 1946.
- Pindar.** FRANCESCO ARNALDI. Struttura e poesia nell'odi di Pindaro. 132 pages. G. U. F. Mussolini, sezione editoriale, Naples. 1943.
- Pindar.** The Odes of Pindar, tr. by RICHMOND LATTIMORE. 170 pages. University of Chicago Press, Chicago. 1947. \$2.75.

- Plato. RUTH BORCHARDT. Four Dialogues of Plato including the "Apology of Socrates." C. A. Watts & Co., London. 1947. 10s. 6d.
- Plato. MAURICE CROISSET. La République de Platon. Etude et analyse. 332 pages. Mellottée. (Collection "Les chefs-d'oeuvre de la littérature expliqués") 160 fr.
- Plato. R. GODEL. Cité et Univers de Platon. Dialogues et images cinématographiques. 158 pages. Les Lettres Françaises, Beyrouth. 1944. 100 fr.
- Plato. ROMANO GUARDINI. Der Tod des Sokrates. Eine Interpretation der platonischen Schriften Euthyphron, Apologie, Kriton und Phaidon mit einem Geleitwort von E. GRASSI. 241 pages. A. Francki Ag Verlag, Bern. 1945. 11.50 Swiss fr.
- Plato. IVAN M. LINFORTH. The Corybantic Rites in Plato. Pages 121-162. University of California Press, Berkeley and Los Angeles. 1946. (U. of California Publications in Classical Philology, 13.5.) 25¢.
- Plato. IVAN M. LINFORTH. Telestic Madness in Plato, Phaedrus 244 DE. Pages 163-172. University of California Press, Berkeley and Los Angeles. 1946. (U. of California Publications in Classical Philology, 13.6.) 25¢.
- Plato. C. G. RUTENBER. The Doctrine of the Imitation of God in Plato. 115 pages. King's Crown Press, New York. 1947. \$1.50.
- Plautus. Plaute, Comédies, Tome VII. Texte établi et traduit par A. ERNOUT. Société d'édition "Les Belles Lettres," Paris. 1947. 200 fr.
- Plutarch. HENDRIK BOLKESTEIN. Adversaria critica et exegetica ad Plutarchi Quaestionum convivialis librum primum et secundum. vi+141 pages. H. J. Paris, Amsterdam. 1946. (Diss.)
- Plutarch. THEODOR HOFFNER. Plutarch über Isis und Osiris. Orientalisches Institut, Prague. 1940.
- Sallust. Salluste: La Conjuration de Catilina, La Guerre de Jugurtha, Fragments des Histoires. Texte établi et traduit par A. ERNOUT. 563 pages. Société d'édition "Les Belles Lettres," Paris. 1946. (Collection Budé.) 190 fr.
- Seneca. T. H. SLUITER. L. Annaei Senecae Oedipus. Specimen editionis criticae. 126 pages. De Waal, Groningen. 1941. \$1.50.
- Servius. Servianorum in Virgilio Carmina Commentariorum Volumen II, containing the commentary on Aeneid I and II. Edited with critical notes by E. K. RAND, J. J. SAVAGE, H. T. SMITH, G. B. WALDROP, J. P. ELDER, B. M. PEEBLES and A. F. STOCHER. xxi+509 pages. Special publication of the American Philological Association. Lancaster Press, Lancaster. 1946. \$5.00.
- Sophocles. The Searching Satyrs. The Fragments Freely Translated into English Rhyming Verse and Restored by ROGER LANCELYN GREEN. A Satyr Play. Edmund Ward, Leicester. 1946. 21s.
- Sophocles. WOLFGANG SCHADEWALDT. Sophokles und das Leid. 30 pages. Stichnote, Potsdam. 1944.
- Tacitus. MARCEL RENARD. Tacite. Vie d'Agrippa. Texte établi et annoté. 77 pages. J. Lebègue & Cie., Bruxelles. 1945.
- Terence. Heautontimoroumenos-Phormion. Tome II. Tr. by J. MAROUZEAU. Société d'édition "Les Belles Lettres," Paris 1947. 225 fr. (Collection des Universités de France)
- Theocritus. Theocriti quae supersunt, recognovit, annotatione critica instruxit, Italice reddidit VICTOR PISANI. Istituto editoriale Italiano, Milan. 1946. (Classici Greci e Latini.)
- Theocritus. R. C. TREVELYAN. A Translation of the Idylls of Theocritus. xi+99 pages. (Cambridge, at the University Press.) Macmillan, New York. 1947. \$1.75.
- Virgil. H. BROCH. The Death of Virgil, tr. by J. S. UNTERMAYER. 494 pages. Routledge, London. 1946. 30s.
- Virgil. ROBERT W. CRUTTWELL. Virgil's Mind at Work; an Analysis of the Symbolism of the Aeneid. 191 pages. Macmillan, New York. 1947. \$2.50.
- Virgil. W. F. JACKSON KNIGHT. Poetic Inspiration. An Approach to Virgil. 57 pages. S. Devon, Raleigh Press, Exmouth. 1946. 2s.
- Virgil. F. J. H. LETTERS. Virgil. 162 pages. Sheed and Ward, New York. 1946. \$2.00.
- Virgil. GIULIANO MAMBELLI. Gli studi virgiliani nel secolo XX. 2 vols. Sansoni, Florence. 1940.
- Virgil. E. J. WOOD. Virgil and Today. Presidential Lecture to the Leeds Branch of the Classical Association, 1945. 28 pages. Dept. of Greek, The University, Leeds 2. 1s. 6d.
- Virgil. See also Servius.

## 2. LITERARY HISTORY AND CRITICISM

- COMPARETTI, DOMENICO PIETRO ANTONIO. Poesia e pensiero del mondo antico. 559 pages. Ricciardi, Naples. 1944.
- DUNKIN, PAUL SHANER. Post-Aristophanic Comedy; studies in the social outlook of middle and new comedy at both Athens and Rome. 192 pages. University of Illinois Press, Urbana. 1946. (Illinois Studies in Language and Literature, 31.3-4.) \$3.00.
- ERANOS LÖFSTEDTIANUS: Opuscula philologica Einaro Löfstedt a. d. xvii Kal. Iul. anno mcmxlv dedicata. xiv+387 pages, 2 plates. Elander, Goteborg. 15 kr. (Eranos, v. 43.)
- ERANOS RUDBERGIANUS: Opuscula philologica Gunnaro Rudberg a. d. xvi Kal. Nov. anno mcmxlv dedicata. xiv+510 pages. 1 plate. Elander, Goteborg. 1946. 25 kr. (Eranos, v. 44.)
- FLETCHER, SIR FRANK. Our Debt to the Classics; a Retrospect; the presidential address delivered to the Classical Association at Exeter on April 9, 1946. 30 pages. Oxford University Press, New York. 30¢.
- GARROD, H. W. Scholarship, Its Meaning and Value. 79 pages. Cambridge University Press, Cambridge. 1946. (The J. H. Gray Lectures for 1946.) 4s. 6d.
- GILBERT, P. and M. RENARD. Rarae gemmae. Choix de poèmes latins traduits et commentés. 77 pages. J. Lebègue & Cie., Bruxelles. 1945.
- HARDING, D. P. Milton and the Renaissance Ovid. 105 pages. University of Illinois Press, Urbana. 1946. (Illinois Studies in Language and Literature, 30.4.)

- HUMBERT, J. et H. BERGUIN. *Histoire de la littérature grecque*. 350 pages, ill. Edition Marcel Didier, Paris. 1947. (Collection de littératures illustrées.) 470 fr.
- HUTTON, JAMES. *The Greek Anthology in France and in the Latin Writers of the Netherlands to the year 1800*. 833 pages. Cornell University Press, Ithaca. 1947. (Cornell Studies in Classical Philology, 28.) \$5.00.
- MACNAUGHTON, JOHN. *Essays and Addresses Selected by D. D. CALVIN*. vii+319 pages. Queen's University, Kingston. 1946. \$2.50.
- MARCHESI, CONCETTO. *Motivi dell' epica antica*. 41 pages. G. Principato, Milan-Messina. 1942.
- POTTLE, FREDERICK A. *The Idiom of Poetry*. xvi+234 pages. Cornell University Press, Ithaca. 1946. \$2.50.
- RÜGG, W. *Cicero und der Humanismus. Formale Untersuchungen über Petrarca und Erasmus*. xxvi+139 pages. Rhein-Verlag, Zurich. 1946. 10 Swiss fr.
- SALVATORELLI, LUIGI. *Storia della letteratura latina cristiana*. 329 pages. Vallardi, Milan. 1943.
- USSANI, VINCENZO. *Storia della letteratura latina nelle età repubblicana e augustea*. 509 pages. Vallardi, Milan. 1942.
- WEINREICH, OTTO. *Antiphanes und Münchhausen, das antike Lügenmärlein von den gefrorenen Worten und sein Fortleben im Abendland*. 144 pages. Holder, Vienna. 1942.
- WIFSTRAND, A. EIKOTA: *Emendationen und Interpretationen zu griechischen Prosaikern der Kaiserzeit. V. Zu den Romanschriftstellern*. 42 pages. Gleerup, Lund. 1945.
3. LINGUISTICS, GRAMMAR, METRICS
- BALLY, CHARLES. *Manuel d'accentuation grecque*. 129 pages. A. Francke Ag Verlag, Bern. 1945. 8 Swiss fr.
- ERNOULT, ALFRED. *Études et commentaires I: Philologica*. 16 études de philologie romane et classique. Klincksieck, Paris. 1947. 600 fr.
- ERNOUT, ALFRED. *Recueil de textes latins archaïques*. Klincksieck, Paris. 1947. 240 fr.
- HENDRICKSEN, HANS. *Untersuchungen über die Bedeutung des Hethitischen für die Laryngaltheorie*. 99 pages. Munksgaard, Copenhagen. 1941. 6 kr.
- HUMBERT, JEAN. *Syntaxe grecque*. 397 pages. Librairie C. Klincksieck, Paris. 1945. (Collection de philologie classique.)
- LEJEUNE, MICHEL. *Traité de phonétique grecque*. 374 pages. Klincksieck, Paris. 1947. (Collection de philologie classique.) 600 fr.
- STURTEVANT, EDGAR H. *An Introduction to Linguistic Science*. 173 pages. Yale University Press, New Haven. 1947. \$3.00.
4. HISTORY, SOCIAL STUDIES
- BAYNES, N. H. *The Hellenistic Civilization and East Rome*. 48 pages. Oxford University Press, London. 1946. (James Bryce Memorial Lecture, 1945.) 1s. 6d.
- BOURNE, FRANK CARD. *The Public Works of the Julio-Claudians and Flavians*. viii+76 pages. Princeton University Press, Princeton. 1946. (Diss. 1941.)
- DAUBE, DAVID. *Studies in Biblical Law*. viii+328 pages. (Cambridge University Press.) Macmillan, New York. 1947. \$4.50.
- DE LEPPER, J. L. M. *De rebus gestis Bonifatii comitis Africae et magistri militum*. xi+121 pages. Bergmans, Breda. 1941.
- EHRENBERG, VICTOR. *Aspects of the Ancient World. Essays and Reviews*. 256 pages. William Salloch, New York. 1946. \$4.50.
- ELLIS, O. C. DE C. *Cleopatra in the Tide of Time*. 304 pages. Williams and Norgate, London. 1947. 12s. 6d.
- FREEMAN, KATHLEEN. *The Murder of Herodes and Other Trials from the Athenian Law Courts*. Macdonald, London. 1947. 12s. 6d.
- GREN, ERIK. *Kleinasien und der Ostbalkan in der wirtschaftlichen Entwicklung der römischen Kaiserzeit*. xl+173 pages. Uppsala Universitets Årsskrift, Uppsala. 1941. 7 kr.
- HANSON, ESTHER V. *The Attalids of Pergamon*. xxxvi+464 pages. Cornell University Press, Ithaca. 1947. \$4.50.
- HYDE, WALTER WOODBURN. *Ancient Greek Mariners*. Oxford University Press, New York. 1947. \$5.00.
- HYDE, WALTER WOODBURN. *Paganism to Christianity in the Roman Empire*. University of Pennsylvania Press, Philadelphia. 1946. \$4.00.
- MATTINGLY, HAROLD. *Man in the Roman Street*. xx+166 pages. Numismatic Review, New York. 1947. \$2.50.
- MULLER, H. *Christians and Pagans from Constantine to Augustine. Part I. The Religious Policies of the Roman Emperors*. iii+155 pages. Union Booksellers, Pretoria. 14s.
- MURPHY, G. J. *The Reign of the Emperor L. Septimius Severus from the Evidence of the Inscriptions*. St. Peter's College Press, Jersey City. 1947. \$1.60.
- MURRAY, GILBERT. *Greek Studies (essays)*. 231 pages. Oxford University Press, New York. 1946. \$5.00.
- OLLIER, F. *Le Mirage Spartiate. IIe Partie. Étude sur l'idéalisation de Sparte dans l'antiquité grecque du début de l'école cynique jusqu'à la fin de la cité*. 220 pages. Société d'édition "Les Belles Lettres". 1943. 100 fr.
- PÉRIPHANAKIS, CONSTANTIN EMM. *La théorie grecque du droit et le classicisme actuel*. 218 pages. Author, 49 Alopekia St., Athens, Greece. 1946.
- PIFFIDI, D. M. *Autour de Tibère. Institutul de Istorie Universală 'N. Iorga', Bucharest*. 1944.
- POLET, AMADÉE. *Le communisme dans la pensée grecque*. 62 pages. Editions de la Revue du Caire. 1947.
- POPPER, K. R. *The Open Society and its Enemies. Vol. I: The Spell of Plato*. 268 pages. Vol. II: *The High Tide of Prophecy—Hegel, Marx and the Aftermath*. 352 pages. Routledge, London. 1945. £2. 2s.
- ROBINSON, CHARLES ALEXANDER, JR. *Alexander the Great. The Meeting of East and West in World Government and Brotherhood*. 252 pages, frontispiece. Dutton, New York. 1947. \$3.75.
- SCHULZ, F. *History of Roman Legal Science*. xvi+358 pages. Oxford University Press, New York. 1946. \$7.50.

THIEL, J. H. *Studies in the History of Roman Sea-Power in Republican Times.* 456 pages. North Holland Publishing Co., Amsterdam. 1946. (25s.)

THOMPSON, E. S. *The Historical Work of Ammianus Marcellinus.* xii+145 pages. (Cambridge University Press) Macmillan, New York. 1947. \$2.50.

VAN SICKLE, C. E. *A Political and Cultural History of the Ancient World, Volume I, The Orient and Greece to the Partition of Alexander the Great.* xvii+630 pages. Houghton Mifflin, Boston. 1947. \$4.50.

WASON, MARGARET O. *Class Struggles in Ancient Greece.* 262 pages. Gollancz, London. 1947. 12s. 6d.

### 5. PHILOSOPHY, RELIGION, MYTHOLOGY

BAKER, HERSCHEL. *The Dignity of Man (Studies in the Persistence of an Idea).* xii+365 pages. Harvard University Press, Cambridge. 1947. \$5.00.

CASE, SHIRLEY JACKSON. *The Origins of Christian Supernaturalism.* 239 pages. University of Chicago Press, Chicago. 1946. \$3.00.

DELCOURT, M. *Oedipe ou la légende du conquérant.* xxiv, 262 pages, 8 plates. Faculté de Philosophie et Lettres, Liège. 1944. 150 fr.

HUBAUX, JEAN. *Les grands mythes de Rome.* 156 pages. P.U.F., Paris. 1945. 50 fr.

JONES, W. H. S. *Philosophy and Medicine in Ancient Greece.* 106 pages. Johns Hopkins Press, Baltimore. 1946. \$2.00. (Bulletin of the History of Medicine, suppl. 8.)

RUTENBER, CULBERT GEROW. *The Doctrine of the Imitation of God in Plato.* 115 pages. King's Crown Press, New York. 1946. \$1.50.

SCHWAB, GUSTAV. *Myths and Epics of Ancient Greece,* tr. by OLGA MARK and ERNST MORWITZ. Intro. by WERNER JAEGER. 100 ill. from Greek vase-paintings. Pantheon Books, New York. 1946. \$6.00.

### 6. ARCHAEOLOGY, ANTHROPOLOGY

ALFÖLDI, A. *Zu den Schicksalen Siebenbürgens im Altertum.* Lengyel, Budapest. 1944.

ANNUAL OF THE BRITISH SCHOOL AT ATHENS. No. 41, Sessions 1940-45. 121 pages+32 plates. Macmillan, London. 42s.

ATEINSON, R. J. C. *Field Archaeology.* 238 pages, ill. Methuen, London. 1946. 12s. 6d.

FRANKFORT, H. and H. A., JOHN A. WILSON, THORKILD JACOBSEN and WILLIAM A. IRWIN. *The Intellectual Adventure of Ancient Man.* 401 pages. University of Chicago Press, Chicago. 1946.

FULBROOK-LEGGATT, L. E. W. *Roman Gloucester (Glevum).* 56 pages. John Bellows, Gloucester. 1946. 2s. 6d.

GARRO, DOROTHY ANNIE ELIZABETH. *Environment, Tools and Man. An Inaugural Lecture.* 30 pages. Macmillan, New York. 1946. \$0.50.

HESPERIA, *Journal of the American School of Athens.* Index Volumes 1-9, Supplements 1-6. iv+266 pages. American School at Athens, Baltimore. 1946.

HOYNINGEN-HEUNE. *Baalbek-Palmyra.* 136 pages. J. J. Augustin, New York. 1946. \$7.50.

LATHAM, R. *In Quest of Civilization.* 336 pages+26 plates. London. 1946. 21s.

PICKARD-CAMBRIDGE, ARTHUR WALLACE. *Theatre of Dionysus in Athens.* xv+285 pages, ill. Oxford University Press, Oxford. 1946. 25s.

TOLL, NICHOLAS PETER. *Excavations at Dura-Europos. Preliminary report of the ninth season of work, 1935-36. Part 2, The Necropolis.* 223 pages, ill. Yale University Press, New Haven. 1947. \$5.00.

VAN OTTERLO, W. A. A. *Untersuchungen über Begriff, Anwendung und Entstehung der griechischen Ring Komposition.* 46 pages. N. V. Noord-Hollandse Uitgevers Maatschappij, Amsterdam. 1944. 1.20 fl.

### 7. EPIGRAPHY, NUMISMATICS, PAPYROLOGY, PALEOGRAPHY

ALY, WOLF. *Fragmentum Vaticanum 'De Eligendis Magistratibus e codice bis rescripto.* 55 pages. Bibliotheca Apostolica Vaticana. Città del Vaticano. 1943.

BOYCE, ALINE ABACHERLI. *Coins of Tingi with Latin Legends (Numismatic Notes and Monographs No. 109).* 27 pages. American Numismatic Society, New York. 1947.

CREAGHAN, JOHN S., S.J. and A. E. RAUBITSCHKE. *Early Christian Epitaphs from Athens.* 54 pages. Theological Studies, Woodstock (Md.). 1947. \$2.50.

GRANT, MICHAEL. *From Imperium to Auctoritas. A Historical Study of Aes Coinage in the Roman Empire.* xvii+510 pages. 12 plates. Cambridge University Press, Cambridge. 1946. 63s.

KNUDTZON, ERIK J. *Bakchiastexte und Andere Papyri der Lunder Papyrussammlung.* 139 pages. Håkan Ohlssons Boktryckeri, Lund. 1946.

SANDERS, HENRY A., editor with contributions by JAMES E. DUNLAP. *Latin Papyri in the University of Michigan Collection, Michigan Papyri, Vol. III.* xiv+126 pages, 18 plates. University of Michigan Press, Ann Arbor. 1947. \$5.00.

TOD, MARCUS N., Ed. *A Selection of Greek Historical Inscriptions to the end of the Fifth Century B.C. 2nd edition.* xix+266 pages. Clarendon Press, Oxford. 1946. 15s.

### 8. HISTORY OF ART

BLOESCH, H. *Antike Kunst in der Schweiz. Fünfzig Meisterwerke aus dem klassischen Altertum in öffentlichem und privatem Besitz.* 228 pages, 17 figures, 79 plates. Erlenbach, Zurich: Rentsch. 1945. 28 Swiss fr.

LEROY, ALFRED. *Évolution de l'art antique: Égypte, Asie occidentale, Grèce et Rome.* 316 pages, 68 plates. Horizons de France, Paris. 1945.

MUSABUM HELVETICUM. *Revue suisse pour l'étude de l'antiquité classique.* V. 1, fasc. 1-4, 1944; v. 2, fasc. 1, 1945; v. 3, fasc. 1-2, 1946. Schwabe, Basel.

SCHLESINGER, KATHLEEN. *The Greek Aulos.* Methuen, London. 1946. 42s.

SCHMIDT, CARL F. Greek Revival Architecture in the Rochester Area. 200 pages. Author, Scottville, New York. 1946. \$3.50.

#### 9. PATRISTIC STUDIES

Augustine. JOSEPH P. BRENNAN. St. Augustine, the First Catechetical Instruction (Ancient Christian Writers: The Works of the Fathers in Translation, No. 2). 171 pages. The Newman Bookshop, Westminster (Md.). \$2.50.

Augustine. SISTER M. JOSEPHINE, I.H.M. A Study of the Clausulae in the Sermons of St. Augustine (diss.). xviii+126 pages. Catholic University of America Press, Washington. 1947.

Augustine. E. B. J. POSTMA. Augustinus de Beata Vita ingeleid en toegelicht. iv+274 pages. H. J. Paris, Amsterdam. 1946. 6.50 fl.

Augustine. BRUNO SWITALSKI. Neoplatonism and the Ethics of St. Augustine. 113 pages. Krol Bros., Chicago. 1946.

Cyprian. SISTER MARY TARCISIA. Nature and the Vocabulary of Nature in the Works of St. Cyprian (diss.). xix+303 pages. Catholic University of America Press, Washington. 1946.

Origen. W. R. INGE. Origen. Annual Lecture on a Mastermind. Cumberlege, London 28. (Henriette Hertz Trust of the British Academy, v. 23).

Tertullian. G. Quispel. De Bronnen van Tertullianus' Adversus Marcionem. Burgersdijk and Niermans, Leiden. 1943.

#### 10. FICTION

GRAZEBROOK, OWEN FRANCIS. Nicanor of Athens. The Autobiography of an Unknown Citizen. 377 pages. Macmillan, New York. 1947. \$3.00.

#### 11. TEXTBOOKS

COLBY, JOHN K. The Romans Could Read It. 48 pages. Author, c/o Phillips Academy, Andover (Mass.). 1945. \$1.50.

FITTS, DUDLEY (ed.). Greek Plays in Modern Translation. 610 pages. Dryden Press, New York. 1947. \$3.75.

KOKKINAKIS, A. T., and P. ANDREOU. Spoken Greek. Cosmos Greek-American Printing Co., New York. 1945. \$2.50.

METZGER, B. M. Lexical Aids for Students of New Testament Greek. 110 pages. Author, Princeton. 1947. \$1.00.

MOORE, JOHN A. Selections from the Greek Elegiac,

Iambic, and Lyric Poets. 112 pages. Harvard University Press, Cambridge. 1947. \$2.50.

MURPHY, C. T., K. GUINAGH, W. J. OATES. Greek and Roman Classics in Translation. 1048 pages. Longmans, Green, New York. 1947. \$6.00.

PYM, DORA. Outlines for Teaching Greek Reading. John Murray, London. 1946. 1s.

REINHOLD, MEYER. Essentials of Greek and Roman Classics. A Guide to the Humanities. Barron's Textbook Exchange, Brooklyn, N. Y. 1946. \$1.00.

SAVORY, T. H. Latin and Greek for Biologists. University of London Press, London. 1946. 2s. 6d.

SCHODER, RAYMOND V., S.J. and VINCENT HERRIGAN, S.J. A Reading Course in Homeric Greek (Second Year Book). xi+256 pages. Loyola University Press, Chicago. \$2.04; workbook, 25¢.

SHIPLEY, JOSEPH T. Dictionary of Word Origins. x+430 pages. Philosophical Library, New York. 1945. \$5.00.

VAN OOTEGHEM, J. Bibliotheca Graeca et Latina à l'usage des professeurs des humanités greco-latines. 2nd ed. revised and enlarged. Éditions de la revue "Les Études Classiques," Namur. n.d. 150 fr.

WIGGREN, A. P. and others. Hellenistic Greek Texts. xxvi+275 pages. University of Chicago Press, Chicago. 1947. \$3.50.

WUEST, K. S. Practical Use of the Greek New Testament. The Moody Press, Chicago. 1946. \$2.00.

#### 12. MISCELLANEOUS AND UNCLASSIFIED

ECONOMIDES, ANTON. Greece. Tr. by EUTHALIE V. STARKS. 112 pages. ill. Stephen-Paul. Brooklyn, N. Y. 1947. \$6.50.

HAMSON, DENYS. We Fell Among Greeks. Cape, London. 1946. 10s. 6d.

KIRKCONNELL, WATSON and A. S. P. WOODHOUSE. The Humanities in Canada. 287 pages. Humanities Research Council of Canada, Ottawa (166 Marlborough Ave.). 1947. \$2.00.

MELLINK, M. J. Hyakinthos. 184 pages. Kemink en Zoon, Utrecht. 1943.

SWIFT, FLETCHER HARPER. The Athenian Ephebic Oath of Allegiance in American Schools and Colleges (University of California Publications in Education, Vol. 11, No. 1). v+29 pages. University of California Press, Berkeley and Los Angeles. 1947. 50¢.

DUCKETT, ELEANOR SHIPLEY. Anglo-Saxon Saints and Scholars. x+488 pages. Macmillan, New York. 1947. \$5.00.

ROBINSON, C. E. Zito Hellas. Chapman and Hall, London. 1946. 12s. 6d.

## CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

### Autumn Meeting

Thanksgiving Weekend, Chalfonte-Haddon Hall, Atlantic City, N. J.

Saturday, November 29

SOUTHERN SECTION  
CLASSICAL ASSOCIATION OF THE MIDDLE WEST  
AND SOUTH

SEVENTEENTH MEETING (27TH YEAR)

BIRMINGHAM, ALABAMA, NOVEMBER 27, 28, 29, 1947

CONVENTION CENTER: TUTWILER HOTEL

PROGRAM

THURSDAY, NOVEMBER 27

9:00 A.M. *Registration in the lobby of the Tutwiler Hotel, where all meetings will be held.*

THURSDAY, 10:00 A.M.

*President* ARTHUR H. MOSER, *University of Tennessee, Presiding.*

1. SIBYL STONECIPHER, Western Teachers College, Bowling Green, Kentucky, "Is it Language?"
2. JONAH W. D. SKILES, University of Kentucky, Lexington, "Planning Progress in Classical Education."
3. RUTH CARROLL, Pape School, Savannah, Georgia, "Teaching of Latin in 1947."
4. O. C. PEERY, Peabody Demonstration School, Nashville, Tennessee, "Occupational Problems in the Satires of Juvenal."
5. MARY F. TENNEY, Newcomb College, New Orleans Louisiana, "Tacitus and Hayward's Life of Henry iv."

THURSDAY, 2:00 P.M.

*Vice-President* J. N. BROWN, *State Teachers' College, Denton, Texas, Presiding.*

1. FLOYD SEYWARD LEAR, The Rice Institute, Houston, Texas, "Treason and Related Offences in Lombard Law."
2. ROBERT EPES JONES, University of Alabama, University, "Lucretius—A Personal Interpretation."
3. DAVID M. KEY, Birmingham-Southern College, Birmingham, Alabama, "Latin Quotation in Current American Literature."

4. M. KATHRYN GLICK, Agnes Scott College, Decatur, Georgia, "Some Homeric Devices to Show Mental Activity."
5. PAUL L. CALLENS, S.J., Loyola University, New Orleans, Louisiana, "Don Vasco de Quiroga, A Spanish Humanist."
6. JOSEPH BRUNET, University of Florida, Gainesville, "Ethos and Pathos in Dramatic Literature."

THURSDAY, 7:30 P.M.

H. R. BUTTS, *Birmingham-Southern College, Presiding.*

1. NELLIE ANGEL SMITH, Memphis State College, Memphis, Tennessee, "Some Private Libraries in Ancient Rome."
2. E. J. BURRUS, S.J., St. Charles College, Grand Coteau, Louisiana, "Mexico's Third Literature."
3. RUSSEL M. GEER, Tulane University, New Orleans, Louisiana, "Terentianus Maurus, Metrical Metrician" (Illustrated).
4. B. L. ULLMAN, University of North Carolina, Chapel Hill, "The Origin and Development of the Alphabet" (60 min.). *Illustrated.*

FRIDAY, NOVEMBER 28

FRIDAY, 9:30 A.M.

ISABELLE JOHNSON MOSER, *University of Tennessee, Presiding.*

1. ALFRED P. HAMILTON, Millsaps College, Jackson, Mississippi, "Plato the Modern."
2. EVELYN LEE WAY, University of Mississippi, University, "The Influence of Seneca on the Roman Historians of the Silver Age."

3. H. J. WOLFF, Oklahoma City University, Oklahoma City, "The Problem of an Ancient Legal History."
4. Panel Discussion: *Inter-Society Co-operation in the South* (Ten Minute Reports).
  - (1) ARTHUR H. MOSER, *Southern Regional Conference on the Humanities.*
  - (2) B. L. ULLMAN, *Southern Regional Conference on the Humanities.*
  - (3) NELLIE ANGEL SMITH, *The Individual and Inter-Society Co-operation.*
  - (4) JONAH W. D. SKILES, *Experiences with Inter-Society Co-operation.*

## GENERAL DISCUSSION

FRIDAY, 2:00 P.M.

EDGAR REINEKE, *Alabama College, Montevallo, Presiding.*

1. LUCY HUTCHINS, *Blue Mountain College, Blue Mountain, Mississippi, "Folkloristic Element in Roman Wedding Customs."*
2. EDWIN W. BOWEN, *Randolph-Macon College, Ashland, Virginia, "Some Aspects of the Life and Achievement of Marcus Aurelius."*
3. ISABELLE JOHNSON MOSER, *University of Tennessee, Knoxville, "Beauty and the Beast."*
4. CATHERINE TORRANCE, *Agnes Scott College, Decatur, Georgia, "Notes on the Unknown Disputant in the Hippis Major."*
5. H. W. KAMP, *Hendrix College, Conway, Arkansas, "Seneca and His Friends."*
6. ALBERT RAPP, *University of Tennessee, Knoxville, "Tall Tales from the Greeks."*

FRIDAY, 7:00 P.M.

GRAVES H. THOMPSON, *Hampden-Sidney College, Virginia, Presiding.*

1. *Addresses of Welcome:*  
 DR. GEORGE R. STUART, JR., *President of Birmingham-Southern College.*  
 DR. FRAZER BANKS, *Superintendent of Birmingham Schools.*
2. *Response for the Association:*  
 CLYDE PHARR, *Vanderbilt University, Nashville.*

3. *Presidential Address:* ARTHUR H. MOSER, *University of Tennessee, "The Antiquities of the Ancients."*

## SATURDAY, NOVEMBER 29

9:00 A.M.

ROBERT E. JONES, *University of Alabama, University, Presiding.*

1. C. G. BROUZAS, *West Virginia University, Morgantown, "Teresa Macri, Her Family and Surroundings."*
2. JOHN H. KENT, *Southwestern College, Memphis, Tennessee, "An Interpolation in Caesar, B. G., I, 28."*
3. ARTHUR F. STOCKER, *University of Virginia, Charlottesville, "Atomism, Ancient and Modern."*
4. GRAVES HAYDON THOMPSON, *Hampden-Sidney College, Hampden-Sidney, Virginia, "De Lingua Auxiliare Internationale."*
5. HAROLD W. MILLER, *Furman University, Greenville, South Carolina, "The Plot of the Thesmophoriazusa of Aristophanes."*
6. GEORGE W. CURRIE, *Louisiana College, Pineville, Louisiana, "A Latin Professor Finds Himself at Home in the English Department."*

## BUSINESS SESSION

*President ARTHUR H. MOSER, University of Tennessee, Presiding.*

## HOTEL ACCOMMODATIONS

TUTWILER (Headquarters for the Meeting): single rooms, \$3.25 and up; double rooms, \$5.00 and up; double rooms with twin beds, \$6.00 and up.

REDMONT (one block from Tutwiler): single rooms, \$3.00 and up; double rooms, \$4.50 and up; double rooms with twin beds, \$5.00 and up.

BANKHEAD (four blocks from Tutwiler): single rooms, \$3.00 and up; double rooms \$5.00 and up; double rooms with twin beds, \$6.00 and up.

DIXIE-CARLETON (four blocks from Tut-

wiler): single rooms, \$2.50; double rooms with twin beds, without bath, \$3.50; double rooms with bath, \$4.00 and up; single rooms without bath \$2.00.

THOMAS JEFFERSON (six blocks from Tutwiler): single rooms, \$3.00 and up; double rooms, \$5.00 and up; double rooms with twin beds, \$5.50 and up.

#### A STATEMENT OF PURPOSE

The Southern Section of the Classical Association has been formed for the promotion of the study and teaching of the Classical Languages and Literatures throughout this section and all parts of our country and also to help strengthen and make more effective the work of our parent organization named in the title above.

To do this we propose to co-operate in every way with our general Association:

- (1) by distributing printed matter;
- (2) by attending the general meetings whenever and wherever possible;
- (3) by holding conventions in our Southern Section at such times and places as will not conflict with similar meetings of the parent organization, and
- (4) by organizing more and more effectively by states to build up every means which is being used and may be used to promote classical culture in our universities, liberal arts colleges, teachers colleges, and high schools.

—Extract from the minutes of the Business

*Session of the Southern Section of the Classical Association of the Middle West and South held in Charleston, South Carolina, November 30, 1940.*

#### OFFICERS OF THE ASSOCIATION

ARTHUR H. MOSER, University of Tennessee, President; J. N. BROWN, State Teachers' College, Denton, Texas, Vice-President; ISABELLE JOHNSON MOSER, University of Tennessee, Secretary-Treasurer; EVELEYN LEE WAY, University of Mississippi, Member of Executive Board; GRAYDON W. REGENOS, Tulane University, Chairman of Program Committee.

#### LOCAL COMMITTEE

H. R. BUTTS, Birmingham-Southern College, Chairman; DAVID M. KEY, Birmingham-Southern College, Honorary Chairman; MARION CRAWFORD, Birmingham-Southern College; VERNON S. DAVISON, Howard College; REV. EDMUND FERSTL, St. Bernard College; GERTRUDE FOWLER, Ramsey High School; GLORIA GILMORE, Ensley High School; RUTH HILLEKE, West End High School; ROBERT EPES JONES, University of Alabama; RUTH LEE LONG, Ensley High School; VIRGINIA PRAYTOR, Phillips High School; EDGAR REINEKE, Alabama College, Montevallo; WILLIAM McM. ROGERS, Attorney; CLARA BELLE SENN, Phillips High School; DR. JOHN W. SIMPSON, Physician.

## CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

*Autumn Meeting*

THE AUTUMN meeting of the Classical Association of the Atlantic States will be held at the Chalfonte-Haddon Hall Hotel in Atlantic City, New Jersey, at 10:30 A.M., Saturday, November 29. The following program will be presented:

"Manius Curtius, A Friend of Cicero," Professor William C. McDermott, University of Pennsylvania, Philadelphia.

"Reflections on an Army Language Course," Professor Harry L. Levy, Hunter College, New York City.

"Impressions of an Exchange Teacher in Post-War Britain," E. Lucile Noble, Upper Darby High School, Upper Darby, Pennsylvania. (Illustrated.)

"The Classics and the Bible in 17th Century English Oratory," Professor George P. Rice, Jr., Columbia University, New York City.

"The Excavations at Ancient Ostia," Professor Henry T. Rowell, The Johns Hopkins University, Baltimore, Maryland. (Illustrated.)

---

"WE SEE BY THE PAPERS"

*Continued from page 104*

castigation of the American "Mom," wherein he has been supported by a number of psychiatrists. Now our attention has also been called to an article in the NEW YORK TIMES MAGAZINE for July 20, 1947, by Bernard Iddings Bell, educator, pastor, and author, one-time Professor of Education at Columbia. Under the title, "We Are Indicted for Immaturity," the customary charges are made, although Dr. Bell tends to place the major burden of blame upon teachers in general and colleges in particular. The blame, we suppose, lies with teachers insofar as they have been showing leadership in leading students only in the way they are already going. Dr. Bell contrasts the present day state of affairs with

the conditions sixty years ago in college, when every student got a dose of moral philosophy. In this connection, the conclusion of Thomas S. Hall's article, "A Modern Biologist Re-reads His Aristotle," in our October issue comes to mind. From Dr. Hall's article, one would infer that a college student might very well take general Zoology to arrive at a moral philosophy, and that might be the only place where a pre-med student would get it.



**DO YOU KNOW . . . that there are approximately 250,000 "unknown cases" of tuberculosis?**

**. . . that TB still kills more Americans between 15 and 44 than any other disease?**

**. . . that the surest way to discover TB and check its spread is the chest X-ray?**

**. . . that your Christmas Seal money buys X-ray units and makes possible mass examination?**

**PLEASE, send in your contribution today.**

**Buy Christmas  
Seals**

This space  
contributed by



THE CLASSICAL JOURNAL

DECEMBER 1947

# THE CLASSICAL JOURNAL

*Diogenes, seeking his daughter  
Euphonia, stopped to rest by a well, and there*

*Elousis and the Eleusinian Mysteries*

*George L. Mylonas*

<i>Education in the Hellenistic Age</i>	Osbert G. Sargant	141
<i>Philosophical Doctrine, Poetic Technique in Ovid</i>	Philip De Lacy	153
<i>Ubi Aquilum—The Terentian</i>	Ann	165
<i>The Early Church Calendar</i>	Ronald M. Allen	163
<i>School Days (Lucan Satire)</i>	Editorial	164
<i>For Ancient Education (Lucan Satire)</i>	Editorial	170
<i>Modern Language Teacher Considers the Classics</i>	D. M. T. Salinger	172
<i>Mediation at Terentius (Lucan)</i>	Mary White Storer	172
<i>Objective Terentius (Lucan)</i>	Norman E. Pratt, Jr.	179
<i>For Caesar (Lucan)</i>	Carolyn E. B.	183
<i>Lucan of Recent Books</i>	Carson-Yantis III	183
<i>We Shall Be the Poets</i>	Deaconmont	184
<i>Rym, the Interpretation of Athenianus (Review)</i>	Leo M. Fisher	182
<i>Woodhouse, The Humanities in Canada (Review)</i>	N.J.D.	182

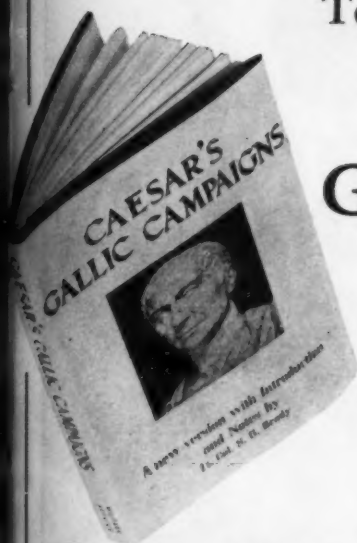


# When CAESAR and Brady get together, LATIN CAN BE FUN

Teachers gain added class interest

## CAESAR'S GALLIC CAMPAIGNS

By S. G. Brady



Price \$2.50

It is on behalf of the high school teacher and student that we chiefly recommend this book. We believe that every teacher ought to read it, and it will doubtless be found that the students themselves (especially the boys) who have it assigned as preparatory reading will go beyond the section allotted . . . should become a standard auxiliary in the teaching of Caesar. . . . THE CLASSICAL JOURNAL

THIS is the book that teachers will want to recommend to their pupils as collateral reading for high school and college Latin. The resulting change in class interest will amaze even the most experienced Latin teachers. It proves that Latin need not be DRY. The student today reading of Caesar's Legions described as the "Ninth, Tenth, Seventh, and Twelfth" will immediately associate their campaigns with those fought by our own armies, such as the First, Third, Seventh, Ninth, etc. "Exploratores" takes on a new meaning as the author writes of "patrols" and "reconnaissance groups."

This is not a pony. Chosen as one of the famous Military Classics series and written primarily for the military man, the publisher has had the delightful experience of having this book enthusiastically received by Latin scholars. Written in a breezy, sprightly-marching style, the author converts Caesar's operations into terms associated with modern armies and well known idioms gathered during the past war. Because Colonel Brady is a soldier as well as author, a renowned classic acquires a new flavor.

The First Edition press run was limited to the military market potential and buyers of the Military Classics series. But the limited number of books that remain will be sent to Latin teachers who order immediately. Thus, orders received after our First Edition copies are exhausted will have to wait several months before present production schedules permit a second printing. Write NOW to be sure of your copy immediately.



Write to

MILITARY SERVICE PUBLISHING CO. 100 Telegraph Building, Harrisburg, Pa.

The mark of superior books

PLEASE MENTION THE CLASSICAL JOURNAL IN CORRESPONDENCE WITH ADVERTISERS



T  
C  
J

De  
Pe  
a v

E  
A

E  
and  
Th  
fille  
villa  
por  
In  
year  
cam  
Ele

A  
full

Ge  
Ath  
Am  
part  
posi  
thus  
arch  
Uni  
Uni  
ever  
he b  
whi  
tion  
Th  
Eag  
(41.  
Gree  
of t